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ABSTRACT

These guides are process and product of a continuing effort to design a training program for Teacher Corps team leaders. As a process, they represent one phase in the delineation of a training program. As a product, they are drawn form observations of team leaders in action in 10 cities, a survey of all Teacher Corps leaders and directors, and the collected position papers of persons expert at one or another of the necessary competencies. These guides can be used by directors of individual Teacher Corps projects, along with other study products, as resources in their training programs. The format centers around (1) competencies needed by a team leader, (2) objectives for a training program to create identified competencies, (3) interim objectives related to the general competency objectives, (4) specific behaviors, (5) materials that could be utilized, and (6) recommendations concerning the time limits for the mastering of each interim objective. (Author)

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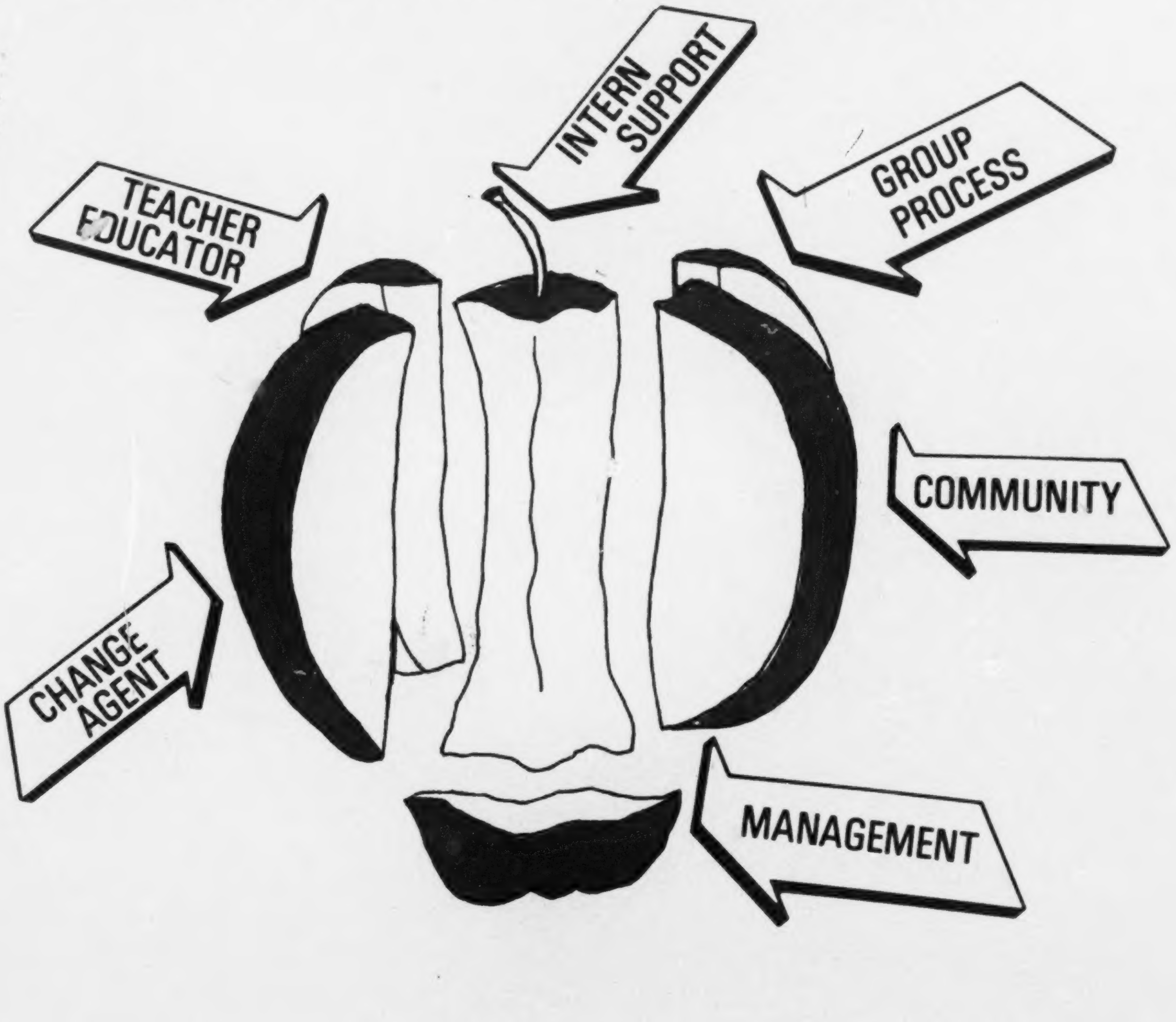
TRAINING GUIDES
FOR TEACHER CORPS TEAM LEADERS


INTERN SUPPORT
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GROUP PROCESS
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October 30, 1971
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to
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TRAINING GUIDES FOR
TEACHER CORPS TEAM LEADERS

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Team Leadership Development Project
Toledo, Ohio
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PREFACE

These _Guides_ are part of a continuing effort to design a training program for Teacher Corps team leaders. They are both process and product. As process, they represent one phase in the delineation of a training program. They are analogous to the outline of a teaching unit. The general objectives have been formulated, but the detailed lesson plans have not yet been created.

As product, they are based on several sources of data and can stand alone as general guides to competencies needed by team leaders. They are drawn from observations of team leaders in action in ten cities, a survey of all Teacher Corps team leaders, a survey of Teacher Corps directors, and the collected position papers of persons expert at one or another of the necessary competencies. These were the sources used by the six consultants who prepared the _Guides_.

The next step in the process has not been decided. It could be another product. Perhaps a training manual for each _Guide_ complete with suggested materials, visual aides, overlays, and test items is the next step. This would require extensive study and creative talent to produce manuals with all of the detail needed to actually develop a training program. The next step could also be to assign priorities to objectives in the different _Guides_ and bring these together with appropriate resources in a manual based on primacy of need for given objectives. This approach would result in almost the same materials as six separate manuals but would enhance the use of a resource for multiple training purposes. If these _Guides_ are not followed by further study, they may be used by directors of individual Teacher Corps projects together with the other products of this study as resources in their training programs.

With the third possibility in mind, we introduce the Guides with a guide to the Guides. Readers are urged to begin, then, their review with this section. It will explain the format of the materials presented as well as explain the rationale for the preparation of the Guides.

When used in conjunction with the other data generated by this Project, we are confident that the Guides will help directors of training programs to obtain a more comprehensive view of the skills and understandings needed by team leaders. It probably goes without saying that the material which follows is neither official policy nor a comprehensive listing of all the requisite competencies of team leaders. It does represent the best thinking of six consultants responding to the implications of the data gathered by the Project staff in this study.

Richard W. Saxe
Richard E. Ishler

Project Number: 452272
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A HANDBOOK TO ACCOMPANY THE CURRICULUM GUIDES FOR TEAM LEADER FUNCTIONAL AREAS

by
Richard E. Ishler
Richard W. Saxe

Date: April, 1971

Prepared for: TEAM LEADERSHIP DEVELOPMENT PROJECT
THE UNIVERSITY OF TOLEDO

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
EDUCATIONAL PERSONNEL DEVELOPMENT BRANCH
TEACHER CORPS

Rationale for the Team Leader Training Program

Team Leader Observations

The Team Leadership Development Project was an attempt to discern what roles team leaders in Teacher Corps programs perform and what training, if any, they needed in order to help them perform these roles more effectively. In order to learn first-hand exactly how team leaders spend their time, we visited ten randomly selected Teacher Corps programs, followed a team leader from each program for a day, and recorded on the Teacher Corps Team Leader Observation Form the roles which they engaged in during a typical day. In addition, the percentage of time devoted to each task (role) was noted. Additional data were obtained during the visitations as a result of interviews with the team leaders who were observed. The answer to our interview probes supported all of our other data from which we, very simply, can conclude that team leaders need help in performing their roles.

The findings of our visitation indicated that the "typical" team leader spent his time as follows:

Teaching	32.0%
Analyzing Teaching of Interns	30.8%
Coordination and Liaison Activities	11.5%
Conducting Team Meetings	8.7%
Other Supervisory or Administrative Roles	6.6%
Counseling and Advising of Interns	6.0%
Fostering Community Work	4.4%

Team Leader Survey

A second technique for determining what roles team leaders perform was to ask every team leader in every Teacher Corps Program to complete a Team Leader Survey form. The survey was designed to allow team leaders to rank in order of importance and effectiveness those roles which they performed. The results were as follows:

Importance Rank	Effectiveness Rank
Analyzing Teaching of Others	Analyzing Teaching of Others
Counseling and Advising	Management Activities
Management Activities	Counseling and Advising
Evaluation of Adults	Conducting and Participating in Meetings
Conducting and Participating in Meetings	Evaluation of Adults
Community Work	Acquiring Curriculum Materials
Professional Growth	Evaluation of Pupils
Evaluation of Pupils	Professional Growth

Additionally the Team Leader Survey showed, and this finding was substantiated by our on site observation, that team leaders spend a great deal of time relating to various individuals in the fulfillment of their responsibilities. Those persons most frequently mentioned were:

Interns
Pupils
Teachers on the Team
Principal
Director of Teacher Corps Program
Other Teachers

On the Team Leader Survey form there were two open-ended questions. One was, "Is there anything which you wish to say about the tasks (roles) of the team leader?" An analysis of the responses to this question indicated a high relationship of the categories in which these responses fell to the roles which were performed by the team leaders whom we observed during our visitations. That is, team leaders spoke most frequently about the roles of teaching, analyzing teaching of interns, conducting team meetings, coordination and liaison activities, community work, counseling and advising of interns, and other supervising or administrative roles.

The second open-ended question was, "Do you have any suggestions you can offer about how to help future team leaders prepare for their new roles?" An analysis of the responses to this question indicates that there is clearly a need to clarify the role of future team leaders but in their opinions, the roles mentioned in question one were, in fact, the primary roles of team leaders. Therefore, they recommended training in each of these areas should be included in team leader preparation programs.

Teacher Corps Project Directors' Questionnaire

A third method of gathering data for the Team Leadership Development Project was to ask the director of each of the 61 Teacher Corps programs to respond to a questionnaire which was sent to them. The questionnaire asked the following open-ended questions:

1. What are team leader needs?
2. What things has your project done that helped?
3. What should be done?

Thirty-three Directors' Questionnaires were returned which represented a 56 percent return. A complete analysis of this survey is included in the Team Leadership Development Project Final Report. However, a brief description of some of the findings will be described here to support our rationale for the training program which we have developed.

Teacher Corps directors clearly view team leaders as having specific deficits when they enter a program and begin to function as team leaders. In response to the first question, the directors indicated that team leaders have need for help in the following areas:

1. Evaluation and Supervision Skills
2. Interpersonal Communication Skills

3. Organization Skills
4. Group Process Skills
5. Community Involvement Skills

The need for training in these areas was cited in the Team Leader Survey as well as discerned by the observations.

The directors were unanimous in their recommendations in response to the question, "What should be done?" They all agree that training programs for team leaders at various levels are urgently needed. In addition to programs proffered at the national level, the directors felt that guidelines need to be established for directors of local programs which will aid them in creating training programs which meet their local needs.

An analysis of the Directors' Questionnaire suggests that the following objectives should be part of any team leader training program in order to meet the needs and concerns which the directors expressed in their responses.

1. The team leader will understand the principles and apply the techniques of supervision with interns.
2. The team leader will understand the principles and apply the techniques of evaluation with interns.
3. The team leader will understand and utilize acceptable organizational procedures with Teacher Corps teams.
4. The team leader will understand and exhibit the ability to interact with groups and lead group meetings.
5. The team leader will understand and exhibit the ability to diagnose and remedy problems of interpersonal communication.
6. The team leader will exhibit the ability to initiate and maintain acceptable Teacher Corps Community programs.
7. The team leader will exhibit an understanding of his role and the confidence to perform it.

Position Papers

The fourth source of input used to develop the team leader training program was a series of Position Papers. Papers were written by experts in their various fields and each dealt with the ideal role of team leaders. The content of the Curriculum Guides was drawn extensively from material contained in the Position Papers.

The following Position Papers are included as part of the Team Leadership Development Project Final Report:

"Orientation to a New Role: It All Starts With the Team Leader"
Floyd T. Waterman

"A System Approach to Designing a Training Program for Team Teachers"
Richard W. Saxe

"Two Roles of the Team Leader: Teaching Children and Teaching Teachers"
Kenneth R. Howey

"Concepts of Leadership for Team Leaders"
Jack Spiess

"Team Leaders and Professional Management"
Jerry J. Bellon

"Conpetencies for Team Leaders in Facilitating Change"
Charles Jung

"Team Leaders and In-Service Education: The Teacher as Curriculum Agent"
Louis J. Rubin

"Team Leaders and Communities: The Sociological Monkey on the Team Leader's Back"
Russel C. Doll

"Group Process in Task Teams"
Robert Chin
Herschel N. Hadley

"Team Leaders and Competency-Based Teacher Education"
Wilford A. Weber

Development of Curriculum Guides

The end-product of the Team Leadership Development Project, in addition to the Final Report, is a series of Curriculum Guides which will serve as resource documents to the trainers of team leaders. Each Curriculum Guide focuses on a specific role for which team leaders should be trained. The roles have been dictated by the aforementioned data which were collected during the project. Curriculum Guides have been written in the following areas:

"Team Leaders as Teacher Educators"
"Team Leaders as Change Agents"
"Team Leaders and Group Process Skills"
"Team Leaders and Management Skills"
"Team Leaders and Community Analysis Skills"
"Team Leaders as Counselor and Advisor to Interns"

Format for the Curriculum Guides

Competencies

The Curriculum Guides have a relatively uniform format thus making them more usable by persons who will be developing training programs. Each one begins with a statement of the Competencies which are needed in order for the team leader to perform the assigned role function.

General Objectives

The next section of each guide provides a listing of the most general objectives for a training program to create the competencies identified. Objectives at this level do not include criteria or levels of competence required. These general objectives are arranged in a logical or chronological order but can be sequenced in order to adapt them to local programs.

Interim Objectives

The next section of each *Curriculum Guide* consists of *interim objectives* which relate to each general objective. This section repeats the general objective at the top of the page and then lists the necessary interim objectives which are subsumed under that objective. A general objective may have several interim objectives which are needed to meet the general objective.

Specific Behaviors (Objectives)

The specific behaviors make up the next section of the *Curriculum Guides*. These are the nitty-gritty of the training program and should prove to be invaluable to the person who will be responsible for developing and implementing a training program for team leaders. This is not to say that the specific behaviors are the official program to be replicated by Teacher Corps Programs everywhere. Rather, they are designed to be viewed as possible exemplary ways to attain the objectives. Local program designers will, of course, alter them, exclude some, or develop their own as their local needs mandate. We make no claim for comprehensiveness here since it is neither possible nor necessary to identify all of the alternative specific behaviors.

Coding of Objectives

The following coding system is used to tie the various elements of the program together:

1. Roman numerals are used for general objectives.
2. Capital letters are used for interim objectives.
3. Arabic numerals are used for specific behaviors.

The example listed below serves to demonstrate the coding system:

I. General Objective - Can apply principles of supervision to situations similar to those faced by team leaders.

   A. Interim Objective - Correctly identifies the principle(s) involved in a given situation.

      1. Specific Behavior - Given a list of decisions, the team leader will correctly identify persons and groups who should participate in decision-making.
      2. Specific Behavior - Team leaders will role play all phases in the cycle of the supervisory observation conference.

Materials

The next section of the Curriculum Guides lists materials which may be utilized in meeting the objectives. Specific materials are identified for each objective and include such things as video-tapes, films, slides, hardware, software, commercial materials, homemade materials, etc. Some materials obviously will serve more than one specific behavior and are, therefore, referenced directly to the interim objectives.

Frequently the same materials are referenced in more than one Curriculum Guide. This is inevitable and desirable since when particular designs for a given team leader training program are prepared, it will be the rule rather than the exception to find trainees meeting several objectives at the same time and with common materials. An example of this is video-tape which would be used to meet the objectives in several Curriculum Guides.

Placement of Objectives

The final section of each Curriculum Guide is a recommendation about when in a training program a student should master each interim objective and whether a university, public school, or both of these is the agency responsible for this particular aspect of the program. This refers to the agency responsible for execution rather than to planning since normally the planning phase would, in fact, be a joint endeavor.

Teacher Corps programs run for two years and, thus, the training program is conceived to be continuous and on-going for the entire length of the program. Therefore, all interim objectives are categorized as being one of the following:

1. Pre-Service
2. Early In-Service
3. In-Service

Supplementary Information

Some of the Curriculum Guides contain a Discussion Section which describes the writer's insight and thinking relative to the development and implementation of the objectives contained in the Curriculum Guide. Also some include a pre-test and post-test. These are designed to be used by program planners who are interested in implementing a competency-based team leader training program. The tests, like the remainder of the Curriculum Guides, are not intended to be prescriptive. Rather they are included as reference material to be adapted for local use.

Recommendations on Use of the Curriculum Guides

The Curriculum Guides have been created by writers who are thoroughly familiar with all of the supporting data which were collected for the Team Leadership Development Project. Every effort was made to develop Curriculum Guides for training team leaders to perform roles which the supporting data indicated team leaders do, in fact, perform and for which they admit training is desirable. The Position Papers which reflected the ideal roles for team leaders were the main reference source for the Curriculum Guide writers. We, consequently, believe that the training program herein described is both realistic and practical.

We urge users of this program to consider it as only the nucleus of a training program for team leaders. While we feel that the team leaders who successfully complete the program as described will be able to satisfactorily perform the roles required of him, we are not naive enough to recommend the program as a panacea which will cure all ills of Teacher Corps programs. By the same token, we are committed to the concept that we have a good beginning for a team leader training program. The astute user of the Curriculum Guides will see them for what they are--a good beginning--and will make changes and adaptations which will allow the program to meet his local program needs.

We make no apologies for our efforts. Rather, we challenge the users to improve upon them. Team leaders need and want training to help them perform their tasks. Perhaps together we can meet their needs and thus provide better educational experiences for their interns and ultimately for the boys and girls in their classrooms.

TEAM LEADERS AS CHANGE AGENTS

By: John Mallan
Consultant

TEAM LEADERS AS CHANGE AGENTS

Introduction

It seems redundant to affirm that the team leader is a change agent. Teaching, by definition, is a deliberate and planned effort to modify, to change, human behavior. The team leader as a teacher educator has been addressed. The concept of team leader as a change agent is within the context of organizational change and views teaching as functionally related with the larger and encompassing educational "system."

Several years ago the New York Times ran a classified advertisement which flirted with the concept of change agent:

> WHAT'S A CHANGE AGENT? A result-oriented individual able to accurately and quickly resolve complex tangible and intangible problems. Energy and ambition necessary for success. . . .

The concept implied in the advertisement distorts and over-simplifies the intended role. (As stated, an effective high school football coach could meet the criteria.) To be sure, there are different levels of change and there are parameters to change and change processes which feed realistic expectations (maturity) regarding the role and functions of people formally designated as change agents. There are changes in personal behavior, in lesson planning and lesson plans, in teaching styles, in program, in school-community decision making structures, in ends/means determination. To have expectations about effecting change in curriculum flow is quite different from having expectations regarding raising reading levels of intermediate level students.

To have expectations regarding changing the internal power structure of the "system" is quite different than having expectations regarding changing a specific administrator's perception of role and role expectations.

Unrealistic "shot-gun" views of a change agent's role may prove dysfunctional in that they can lead to random, arbitrary, poorly-timed, and ill-considered tactics which may reinforce resistance and inhibit change efforts.

A team leader should not be burdened with some nebulous (and often simplistic) view of a change agent's role. This is especially true for Teacher Corps team leaders who, because of selection processes, come from, and are a part of, the permanent system. Team leaders have inherited role-position-status--positive or negative--through being selected, have already developed facilitating and inhibiting relationships within the system, and are usually aware that the Teacher Corps will come and go. In the long-run their own functioning and social psychological "self" must be firmly rooted in the system they are being asked to change. To advocate unreasonable expectations may add to anxiety about the new role. In fact, we might find team leaders rationalizing feigning effort at changing the same system which is their long-range base of support.

In assessing the team leader's role as a change agent, it helps to note that his selection is based primarily on classroom experience and that the principal and unit faculty tend to view the team leader role from an academic base--teaching, teacher help, and resources for assisting interns within the classroom context. Expectations rest primarily within the existing institutional framework. The principal, faculty and institutional groups are de facto significant reference groups for the team leader (Doll).

Team leaders note "personality conflicts" as a prime reason for failures and report that substantial time and concern are expended on their own teaching performance. There appeared to be a generalized negative attitude towards supervision and almost a complete disassociation from veteran teachers or experienced peers. People, more than tasks, accounted for team leaders satisfaction. Self-concepts remained intact as long as the team leader was, himself, perceived as a "good teacher" (Saxe).

Noting that the Teacher Corps Guidelines require the team leader to facilitate opportunities for change, we are suggesting that emphasis be placed upon on-going processes of change rather than a specific "product" change. This emphasis would allow the team leader to be assured that his skills and efforts are transferable to the system on a long-range and on-going basis. Such an orientation may be directly related and consistent with at least verbalized institutional expectations regarding the role of team leader. It would also facilitate his own functioning as a teacher educator and prove consistent with the Guidelines that suggest he facilitate opportunities for change.

The specific change agent role of the team leader thus would focus on processes to facilitate a system's approach to change. The processes are manageable and transferable while the overt "task orientation" may initially be the teacher/classroom and interaction climate. His role as change agent would find inquiry, human interaction, and tasks functionally related and highly transferable to other aspects of the system.

The emphasis upon a process role does not rest only upon the appraisal of actual team leader functioning. It is consistent with what we think we know about change strategies. Ronald Lippitt indicated eight aspects of change which seem appropriate for educational efforts. He contends that most changes in educational practice require *changes in the attitudes, skills, and values of the practitioner*, that colleagues often tend to inhibit the trying out or the adoption of innovations, and that what education seems to lack is a systematic professional network of change agents. (Ronald Lippitt, "The Use of Social Research to Improve School Practice," *American Journal of Orthopsychiatry*, July, 1965.)

Effective change in educational practice must focus on more than just making research findings available to the practitioner. The focus must *change* to an *approach that takes into account the functional relationship between the practitioner and that which he is asked to practice--between process and task*. This suggests a need to approach educational change in a way that allows for the social nature of the intern's needs, perceptions, attitudes, and acting/reacting to reference groups and other social influences. To be internalized, the change moves from heavy (and often rigid) external pressure to "smaller inducements" which are based on a greater perception (by interns) of needs, range of alternatives, multiple-causation, and flexibility. This implies the need for a change strategy that allows opportunity for individuals to become aware of how their attitudes and behavior interact with new ideas and circumstances and how ends with means are constantly in the process of modification. Seldom do people respond strictly to "the facts" but rather in terms of meanings and thus a change strategy--a change agent--must ultimately encounter people's meanings in terms of self, others, and context.

The team leader's change agent role focusses upon processes. This is considered a new area of curriculum (Jung) and calls for competencies dealing with intrapersonal and interpersonal relationships, group and organizational processes, planning and implementing improvement efforts, kinds of decision-making, negotiating, and self-evaluation as an on-going process.

The team leader's role is to intervene in terms of relating task, human interaction, and inquiry and to assist himself and primarily the interns to relate cognitive with affective, process with content.

The intervention may be random. Or, it can be rational and planned thus providing a base for transfer to system-wide opportunities for use.

General Objectives

I. The team leader is able to systematize his approach to identification, analysis, and proposed solutions to the problems.

II. The team leader is able to identify appropriate entry points, consolidate resources, assess timing, and determine a strategy in terms of a "systems" context.

III. The team leader will collect and organize data in the determination of feasibility in proposed plans for action.

IV. The team leader is able to use a variety of information skills directed at task assessment, information dissemination, and attitudial change.

V. The team leader recognizes that his own leadership exists to free and support emerging leadership and to functionally relate team efforts towards an operational interdependency.

VI. The team leader is able to recognize resisting forces and supporting forces, assess relative strength, and relate change strategies to situational components.

Interim Objectives

I

The leader is able to systematize his approach to identification, analysis, and proposed solutions to perceived problems.

I.A. The team leader is able to identify and explain at least two "systems" change models.

I.B. The team leader will be able to apply at least two models of change strategy to his particular school setting.

I.C. Taking into account the team leaders own school situation, the team leader will create an original change model and apply it to a possible solution of a perceived problem.

Discussion

Concern is not with having a pre-determined prescriptive change strategy. Rather, the team leader should be able to note generalizable variables and then seek a situational strategy that takes the variables into account and considers how the "parts" functionally relate in terms of a system. For example, Jung (Competencies for Education Team Leaders in Facilitating Change) suggests three kinds of processes determined, in part, by the nature of the change desired. Team leaders recognize that a "model" is analytical more than prescriptive.

II

The team leader is able to identify appropriate entry points, consolidate resources, assess timing, and determine a strategy in terms of a "systems" context.

II.A. Given a case study, the team leader is able to identify the parameters of a problem.

II.B. Given a problem, the team leader will determine the entry point of change strategy.

II.C. Having determined the entry point, the team leader will sequence strategies for change directed at resolving the problem.

Discussion

A change strategy necessarily takes into account that a desired change--be it school improvement, curricular reform, or teacher professional growth--is part of a whole and interdependent (Louis J. Rubin, Team Leaders and In-Service Education). Identifying problems and sub-problems and allocating priorities require entry points and suggest a sequencing strategy--a strategy that relates to the "Task Dimension" of leadership (Spiess, Concepts of Leadership for Team Leaders, TLDP, Toledo, 1971).

III

The team leader will collect and organize data in the determination of feasibility in proposed plans for action.

III.A. The team leader will be able to identify specific sources of data pertinent to the resolution of the problem.

E.g.: University personnel, community group, press, school personnel, students.

III.B. The team leader will identify constraints which influence the feasibility of a particular strategy.

Discussion

Different problems necessarily call for different data input. Team leaders should be able to identify and to coordinate data sources and resources as a phasing aspect of the broader strategy. The "classic" model of rational decision-making usually does not "hold up"--there are multiple, changing, goals and sub-goals. (James G. March, "Organizational Factors in Supervision," The Supervisor: Agent for Change.) Consequently there will be constraint factors as well as impetus factors. Feasibility will be based, in part, upon constraint factors and the perceived intensity of such factors.

IV

The team leader is able to use a variety of information skills directed at task assessment, information dissemination, and attitudinal change.

IV.A. The team leader will identify findings from the social and behavioral sciences which offer a base for understanding the role of communication methods in modifying behavior.

IV.B. The team leader will structure opportunities for formal and informal feedback.

IV.C. The team leader recognizes that conflict is neither inherently negative or positive but is a tool to be used in effecting change strategies.

Discussion

The team leader should be able to identify and use findings from the social and behavioral sciences that deal with interaction processes. These processes include: intrapersonal, interpersonal, group and organizational processes, planning and implementation, decision-making, negotiations, and evaluation as an on-going process (See Jung.) A team leader may work with evolving processes involved in goal attainment and/or group maintenance (Halpin in Spiess). Communication (Spiess: "the essence of leadership") is essential in allowing purposes to emerge, in assuring clarification, and in coordination. Addressing and openly using levels of conflict is essential.

V

The team leader recognizes that his own leadership exists to free and support emerging leadership and to functionally relate team efforts towards an operational interdependency.

V.A. The team leader is able to identify that his role as change agent includes: 1) initiator of change; 2) supporter of change; 3) mediator of tensions and conflict involved in change.

V.B. The team leader is able to demonstrate and use skills of interpersonal facilitation within group and individual situations.

V.C. The team leader is able to relate human interaction, inquiry, and task in building a team concept.

V.D. The team leader will demonstrate sophistication about different kinds of personal satisfactions derived from non-directive and directive leadership functioning. He is able to differentiate between non-directive and directive roles.

Discussion

Waterman (Orientation to a New Role: It All Starts with the Team Leader, TLDP, Toledo, 1971) stresses the need to work at evolving a "family-type" team around shared tasks. The team leader's role can be clarified by his attempt to bring the relationship between task and processes to a cognitive level (with interns) and his intervention designed to lessen impediments to group (individual) functioning.

IV

The team leader is able to recognize resisting forces and supporting forces, assess relative strength, and relate change strategies to situational components.

VI.A. The team leader will recognize that an element of change strategy may focus attention upon reducing and/or redirecting resisting forces.

VI.B. The team leader will be able to differentiate between change strategies aimed at product change and strategies aimed at process modification.

Discussion

A change strategy designed to work at reducing resistance may call for the team leader and the interns to assume different roles than a strategy aimed at securing a specific change. This may call for a different use of conflict, a different power relationship, an approach to negotiations in primary relationships rather than power relationships, and may necessitate a different approach to timing. Reducing and securing strategies may prove phasing components and may be interdependent. A team leader will benefit from assessing the uniqueness of his given situation.

Specific Behaviors

To this point we have been dealing with objectives so general that we can advocate them for any Teacher Corps program. Henceforth we wish to introduce specific behaviors representative of an infinite number of ways of attempting to implement the objectives. These, obviously, must be situationally specific and may or may not be appropriate for a particular Teacher Corps program. They should be regarded as examples, not prescriptions, and certainly not as ideals.

I

I.A.1. The team leader will identify four assumptions basic to a "classical" decision-making model.

I.A.2. The team leader is able to list at least five variables taken into account in change models.

I.B.1. The team leader will identify at least one change that has taken place within his school setting within the last two years.

I.B.2. Given the identified change, the team leader will sequence the change "movement" of the change.

I.B.3. Given the change sequence "movement," the team leader will identify at least one "move" at the initiation, adoption, and support phases.

I.C.1. Given a specific desired change and given his school situation, the team leader will determine a specific change strategy involving interns.

I.C.2. In the change strategy identified above, the team leader will be able to indicate at least two considerations given priority at the initiation phase.

II

II.A.1. Given a case study, the team leader will determine a criteria for defining "problems" in the case.

II.A.2. Given a case study, the team leader will be able to classify sub-problems related to the major problem according to those that must be addressed in concert with other sub-problems, and those appearing susceptible to isolation.

II.B.1. Given a specific problem and given the situational context of the problem, the team leader will identify two possible entry points.

II.B.2. The team leader will list three functions which an entry point serves.

II.C.1. Having identified an entry point, the team leader will predict three possible consequences of the entry.

II.C.2. Of the three possible consequences, one will be selected for the team leader. The team leader will then sequence a strategy in terms of the determined consequence.

III

III.A.1. Given a problem, the team leader will be able to indicate data needed in order to refine the problem.

III.A.2. Given a problem, the team leader is able to list five questions which would guide data collection.

III.A.3. Given a problem, the team leader is able to determine the sources of data that might have a vested interest in the problem area.

III.B.1. The team leader will prepare a list of feasibility factors to be taken into account in a change effort.

III.B.2. Given a controversial educational issue in his particular school setting, the team leader is able to identify restraining forces within the school.

III.B.3. The team leader is able to identify techniques used by restraining forces external to the school.

IV.A.1. Viewing a video-tape (without sound), the team leader is able to identify four non-verbal "messages."

IV.A.2. Given ten findings from the social and behavioral sciences related to communicating, the team leader can indicate implications for communicating with interns, with peer teachers, with school administrators, with parents, and with university personnel.

IV.A.3. The team leader is able to plan a role playing situation in which interns experience behavior modification through verbal and non-verbal feedback.

IV.B.2. The team leader will assist interns in facilitating informal feedback in classroom situations.

IV.C.1. The team leader will give examples involving different levels of conflict within the school situation.

IV.C.2. Given a case study in which there is conflict and confrontation, the team leader is able to indicate two ways in which conflict can be used to impede change and two ways in which conflict can be used to facilitate change.

IV.C.3. The team leader is able to differentiate between negotiating from a power base (win-lose) and negotiating from a collaboration base (winners).

V

V.A.1. The team leader is able to identify three ways in which he can function to initiate change.

V.A.2. The team leader is able to identify two non-verbal ways in which he can act as a supporter of change.

V.A.3. Given a case study of a conflict situation involving interns and experienced teachers, the team leader is able to explain mediating behavior on the part of the team leader.

V.B.1. Given a video-tape of a meeting of himself and interns, the team leader is able to identify situations in which interpersonal problems within the group limited the group's functioning in terms of task.

V.B.2. The team leader is able to demonstrate the use of a process observer in facilitating a group's functioning.

V.C.1. Using a video-tape of a classroom lesson, the team leader can identify how human interaction, inquiry, and task completion are related.

V.C.2. The team leader is able to identify two advantages and two disadvantages in a group's sharing of task responsibilities.

V.D.1. The team leader can relate personality needs to specific types of leadership style.

V.D.2. The team leader is able to compare and contrast satisfactions derived from directive and non-directive leadership.

V.D.3. The team leader is able to explain a consistency between structuring for non-structure and intervention for non-directive leadership roles.

VI

VI.A.1. The team leader is able to identify two administrative or structural change resisting factors.

VI.A.2. The team leader is able to identify, in his own school situation, positions and/or occupants having the potential for change resistance.

VI.A.3. Given a case study in which change resisters are identified, the team leader is able to devise a reduction strategy.

VI.A.4. The team leader is able to indicate the functions served by resisting change efforts.

VI.B.1. Given a specific "product" (i.e., curriculum guides), the team leader is able to devise a change strategy to secure the change.

VI.B.2. Moving from having a desired "product" change as top priority, to opening a system for continued change as top priority, the team leader devises a change strategy for change opportunities.

VI.B.3. The team leader is able to differentiate between change strategies aimed at short-range and long-range effectiveness.

PLACEMENT OF OBJECTIVES

Objectives	P.S.*	E.I.S.*	I.S.*	Univ.	Pub. Sch.	Both
I.						
A	X			X		
B		X				X
C		X	X			X
II.						
A	X			X		
B	X			X		
C	X			X		
III.						
A	X	X				X
B	X	X				X
IV.						
A	X			X		
B		X	X		X	
C	X			X		
V.						
A	X	X		X		
B			X		X	
C		X			X	(X)
D	X			X		
VI.						
A	X			X		
B		X				X
TOTALS	11	8	3	9	3	6

*P.S. = Pre-Service - E.I.S. = Early In-Service - I.S. = In-Service

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The Journal of Applied Behavioral Science. Vol. 6, No. 1, 1970. National Training Laboratories, associated with NEA. Entire issue is helpful--especially: Jay Hall and Martha Williams, "Group Dynamics Training and Improved Decision-Making" and Philip J. Sadler, "Leadership Style, Confidence in Management, and Job Satisfaction."

NOTE: The above is a general, survey-type listing of sources. It attempts to introduce materials which, in turn, serve different functions within a program designed to train for change and which also suggest more specific and in-depth materials. For example: Pruyser discusses the "learnining-teaching compact" and identifies a number of specific variables involved in the failure of the compact--variables transferable to group functioning. Goodenough's Cooperation in Change, although applied to a different "field" of change, never-the-less raises a number of key factors involved in change efforts. The Supervisor: Agent of Change, discusses the social setting and interpersonal climate for change (along with instruments). The relatively non-sophisticated Human Resource Development: A Strategy for Change finds two school people describing an effort at change in a school system. The Conceptual Competencies Modules provide classroom materials which address issues pertinent to change agents. There are case studies, change strategies, and articles addressing the concepts implicit in change.

Case studies and video-tapes made from specific field experiences often prove of more immediate value to team leaders. The key to material selection and use is to have material that is not prescriptive so much as analytical tools which help relate interaction, inquiry, and task.

INTERN SUPPORT

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Introduction

In order to avoid confusion and better understand this guide, it is necessary to offer a brief explanation of the terms used and how they were interpreted by the writer. The format is consistent with the other guides, yet there is a good possibility that the terms "Competencies," "General Objectives," "Interim Objectives," and the like may vary somewhat because of the particular orientation of the writers.

The competencies are presented in the next section in narrative form. They could have been stated in a list, but in light of the fact that the rest of this document is written in some form of list, it was felt that a narrative would be more helpful. One must also remember that the scope of this guide is the non-professional aspects of the team leader-intern relationship.

Following the delineation of competencies, the curriculum guide approach will prevail. Within this format, the reader will find General Objectives, Interim Objectives, and Specific Behaviors. General Objectives can be thought of as non-operational statements of desired goals. They are generic in nature, usually calling to mind a very long list of possible skills. General Objectives in isolation are open to many different interpretations.

The Interim Objectives share the characteristics of non-operationality with the General Objectives, but are also non-generic. That is, they refer to rather discrete functions that can easily be considered one interpretation of the General Objective. Interim Objectives are, however, non-operational. Non-operational in this case means non-behaviorally stated. It remains for someone, namely the writer, to suggest things that a team leader can do that will allow a trainer to infer the successful accomplishment of the Interim Objective.

These discrete team leader behaviors shall be referred to as Specific Behaviors and will be operationally stated. One should not interpret the Specific Behaviors as a complete list of desired competencies, but rather as a set of exemplar behaviors that can be altered, added to, reduced or rejected.

The last three sections of this guide, Materials, Placement - Time and Agency, and Suggested Evaluation Activities, are self-explanatory. The evaluation procedures presented in this guide are, again, exemplars, and should not be the least bit restrictive to the innovative team leader trainer.

Competencies

The competencies described in the next few paragraphs are rather limited in scope. They are concerned exclusively with the relationships between the team leader and the intern that are not primarily education or teacher trainer oriented. If one statement could best describe this class of competencies, it would be: The skills possessed by the team leader that help an intern survive and flourish both as a person and a teacher within a public school environment.

Probably the most important prerequisite for a team leader in this area is an understanding of the values and attitudes possessed by contemporary college youth. This would include an anlaysis of such issues as the politics of youth, motivating forces, manners, dress, customs, their heroes, and others. Implicit in an understanding of these issues is an openness and willingness to accept in others attributes that the team leader does not himself possess. A fair amount of self-analysis is, of course, implied.

Once this understanding of values and attitudes is achieved, the team leader can focus on developing communication skills in dealing with interns. The focus here might be on perception and interpretation. Again, an open-mindedness is required of the team leader to experience success in this endeavor.

An understanding of both the formal and informal structure of public schools is essential if a team leader is to help an intern make a successful adjustment to his new role. The chain of command, decision-making strategies, and the common attributes of the public school bureaucracy can be troublesome for any teacher, particularly a neophyte.

The team leader must also be thoroughly familiar with the duties ascribed to the role, and possess the ability to defend the legitimacy of these duties. This often overlooked competency is crucial to the success of any team leader attempting to coordinate the educational experiences of half a dozen interns.

Next, the team leader must demonstrate the ability to arrive at decisions and support a decision when it is challenged. Nothing can create more problems for the team leader than the inability to chart a course or develop a strategy and then follow-through with that decision.

Finally, the team leader will have to possess the skills necessary to offer both personal and professional guidance to interns. Not only will the team leader sometimes have to make difficult decisions, but he will often have to help the intern do the same thing. The ability to analyze a situation and offer constructive feedback to interns is a critical skill for any team leader.

These competencies are not meant to be an exhaustive array, but rather one interpretation of the skills necessary to help interns grow. The reader may choose to omit some and add other depending on the team leaders to be trained. This activity is encouraged; obviously team leaders have different needs.

General Objectives

General Objectives will be identified with a Roman numeral, Interim Objectives with capital letters, and Specific Behaviors with arabic numerals. The list of Specific Behaviors should be interpreted as a sample of the population of behaviors that one could select to infer successful completion of an objective. Hopefully, new behaviors will be added as this material is used. In the interest of parsimony, the lists of objectives and behaviors will omit the introductory phrase, "The team leader will."

I. Understand the attitudes, values and behavior of college age youth.

II. Demonstrate skills in interpersonal communication.

III. Understand the formal and informal structures of public schools.

IV. Understand the skills necessary to fulfill the role of team leader and explain the need for these skills.

V. Demonstrate the ability to make and defend decisions.

VI. Understand and apply principles of individual guidance.

Interim Objectives

I

Understand the attitudes, values and behavior of college age youth.

A. Understand the political movements associated with youth.

B. Understand the issues and problems associated with the "generation gap."

C. Discuss the differences between the values of youth and those of contemporary society.

D. Understand the relationship of drugs to contemporary American youth.

II

Demonstrate skills in interpersonal communication.

A. Demonstrate the ability to perceive accurately what others say.

B. Demonstrate the ability to make statements that are perceived accurately by others.

C. Exhibit the ability to gather feedback from others.

D. Demonstrate the ability to deal effectively with hostility from others.

E. Demonstrate the ability to resolve interpersonal conflicts.

III

Understand the formal and informal structure of public schools.

A. Explain the formal structure of their school system.

B. Explain the informal relationships which effect the local school system.

C. Explain the decision making process within an individual school building.

IV

Understand the skills necessary to fulfill the role of team leader and explain the need for these skills.

A. Explain the group process skills necessary for a team leader.

B. Explain the organizational skills necessary for a team leader.

C. Explain the evaluation and supervisory skills necessary for a team leader.

D. Explain the instructional skills necessary for a team leader.

E. Explain the community skills necessary for a team leader.

V

Demonstrate the ability to make and defend decisions.

A. Make and defend decisions to administrators.

B. Make and defend decisions to colleagues.

C. Make and defend decisions to interns.

D. Make and defend decisions to parents.

VI

Understand and apply principles of individual guidance.

A. Exhibit the ability to elicit effectively intern concerns in an individual setting.

B. Demonstrate the ability to aid others in the definition of concerns.

C. Demonstrate the ability to help an intern make personal decisions.

D. Demonstrate the ability to help an intern make a career decision.

Specific Behaviors

I

I. A.1. Describe four political movements generally viewed as "radical left."

I. A.2. Cite the distinctions between black militant groups and other radical groups.

I. A.3. Initiate interviews with at least two students who describe themselves as "radical."

I. A.4. Describe the involvement of youth in the conventional political process.

I. A.5. Compare and contrast two positions described as popular with youth and two described as unpopular, using contemporary issues such as race, poverty, drugs, the war in Viet Nam, etc.

I. A.6. Describe the relationships of the "radical right" to youth movements.

I. B.1. Define "generation gap" citing at least three significant variables.

I. B.2. Compare the contemporary "generation gap" with the relationship between college age youth and their parents during the 1930's.

I. B.3. Develop and defend a strategy designed to help overcome the "generation gap" with a group of six college students.

I. C.1. Define "sexual revolution" and the "New Morality"

I. C.2. Describe collectivism in youth as it relates to the development of communes.

I. C.3. Compare the opinions of college students with the opinions of five experienced teachers on the following topics: interracial marriage, poverty, the efficiency of the political process, the role of police, earning $25,000 per year, driving a new car each year, etc.

I. C.4. Compare the attitudes of youth toward organized religion with those of the established society.

I. D.1. List the various categories of drugs, citing examples of each type.

I. D.2. Describe the effect of at least eight different drugs on the human system.

I. D.3. Compare the attitudes toward marijuana with attitudes toward other drugs in both college students and adults past 35.

I. D.4. Select and defend a position concerning the legalization of marijuana.

II

II. A.1. Paraphrase the statements of a classmate accurately, as perceived by the classmate.

II. A.2. In a small group setting diagnose the affect being role played by a classmate.

II. A.3. Devise two games, to be played by or with classmates, designed to develop perceptual skills.

II. B.1. Have statements accurately rephrased by classmates.

II. B.2. Role play various affective positions that are accurately perceived by classmates

II. B.3. Role play positions on at least five topics and have classmates accurately state positions.

II. C.1. Solicit feedback from classmates concerning adeptness at performing contrived tasks.

II. C.2. Restate positions on controversial topics after being critiqued by classmates.

II. C.3. Write a self-analysis of personal communication skills after being critiqued by classmates.

II. D.1. Respond adequately, as perceived by classmates, to hostility in a simulation exercise.

II. D.2. Defend an unpopular position assigned by the instructor in a role playing situation.

II. D.3. Analyze the responses of classmates to hostility in a contrived situation.

II. D.4. Maintain communication with classmates in a stress interview for at least fifteen minutes.

II. D.5. In a hypothetical situation, list the responses that are likely to elicit hostility from others.

II. E.1. Suggest possible solutions to hypothetical conflict situations.

II. E.2. In a role play situation, mediate a solution to a conflict between two classmates.

III

III. A.1. Describe the process for electing board of education members.

III. A.2. List ten formal board of education decisions during the past six months.

III. A.3. Describe the processes for presenting an issue to the board of education.

III. A.4. Construct an organizational chart of the central office administrative staff.

III. A.5. Outline the implementation of a board of education policy, using a flow chart.

III. A.6. Compare five examples of decisions made at the board of education or central office level with five examples of decisions made at the building level.

III. A.7. Using concrete examples, compare five curriculum and material decisions ascribed to teachers with five prescribed by the central administration.

III. A.8. Describe the contract or agreement that currently exists between the board of education and the local teachers' organization.

III. A.9. Describe the committee structure of the local school district.

III. B.1. Cite five or more examples of news media relating to the school system and evaluate their impact.

III. B.2. Analyze a newspaper editorial relating to the local system and evaluate its impact.

III. B.3. Analyze one federal program in the school system and evaluate its impact.

III. B.4. List the service, fraternal, and social organizations to which board members and administrators belong and evaluate the potential impact of these relationships.

III. B.5. Cite at least three examples of either ad hoc or permanent groups that have attempted to influence school system policy and evaluate their impact.

III. B.6. Cite at least one example of a parent group that has attempted to influence specific building policy and evaluate its impact

III. B.7. List at least five organizations that might raise issues with the school systems, and suggest some strategies available to them.

III. C.1. Describe an "authoritarian" principal and give three examples of behavior that distinguish this role.

III. C.2. Describe a "democratic" principal and cite three examples of behavior that distinguish this role.

III. C.3. Describe four typical building committees and give an example of how each would operate in an "authoritarian" and a "democratic" school.

III. C.4. List several issues that might arise for a "democratic" teacher in a typical poverty area school, and suggest teacher initiated solutions.

III. C.5. Describe the process a group of teachers might use to alter a hypothetical building rule or policy.

III. C.6. Describe the relationship of formal parent organizations to the school and evaluate their potency in influencing decisions.

III. C.7. Describe the relationship of children (students) to the school and evaluate their potency in influencing decisions.

IV

IV. A.1. Describe three different Teacher Corps situations where the need for group skills is evident, and analyze the group skills needed.

IV. A.2. Describe at least two strategies for the attainment of a specific task in a hypothetical team meeting.

IV. A.3. Role play the team leader utilizing group process skills in a team meeting, with three specific tasks to accomplish in a thirty minute period.

IV. A.4. Analyze a team meeting role played by classmates, evaluating the strategies employed, and suggesting methods of improvement.

IV. A.5. Describe several novel problems related to group processes in a Teacher Corps team and suggest possible solutions.

IV. B.1. Utilize an organizational chart to suggest one possible team organization, specifying relationships and communication linkages for the team leader, regular teachers, interns and paraprofessionals.

IV. B.2. Utilize a self-made chart to suggest how 100 children in three typical classrooms might be organized with three teachers, four interns, and two paraprofessionals.

IV. B.3. Construct a communication system designed to keep all team members informed of all necessary information.

IV. B.4. Construct a communication system designed to keep non-team school personnel informed of all necessary information.

IV. B.5. Design a communication system designed to keep both parents and community organizations informed of all necessary information.

IV. B.6. Develop a year long plan, utilizing all team members, in one curriculum area.

IV. B.7. Describe non-classroom physical facilities that are available to a team and suggest how they might be utilized.

IV. B.8. Role play a team meeting with classmates, focussing on specific organizational problems such as communication, use of facilities, and team assignments.

IV. C.1. Describe three formal observational techniques and demonstrate the use of one in a role play situation.

IV. C.2. When given simulated data concerning a teacher intern, role play a conference focussing on the feedback of the information to the intern.

IV. C.3. When given simulated data concerning a teacher intern, develop a strategy for promoting a desirable change in the intern's behavior.

IV. C.4. Using video tape, demonstrate a technique for self-evaluation of teacher performance.

IV. C.5. Describe one method that two interns can use for peer evaluation, and demonstrate that technique with a classmate.

IV. C.6. Prepare and role play a demonstration lesson designed to present specific instructional skills to a small group of interns.

IV. D.1. Prepare and demonstrate a competency-based instructional module for elementary or secondary students.

IV. D.2. Describe and demonstrate three techniques for diagnosing student skills in different curriculum areas.

IV. D.3. Describe and demonstrate at least one technique for individualizing student instruction in reading and mathematics.

IV. D.4. Describe a strategy for grouping students according to skill development without the use of standardized test data.

IV. E.1. Describe the process for developing at least four different community-based education projects on a team basis.

IV. E.2. List the community organizations within a school district describing their goals and giving examples of their principal programs.

IV. E.3. Using community resources, develop a strategy for establishing acceptable teacher-intern-home liaison.

IV. E.4. Develop a plan for involving at least two community organizations in the on-going school program.

IV. E.5. Construct a "typical" schedule of the team leader's involvement in the community, specifying the amount of time spent away from school.

V

V. A.1. In a role play situation, defend a team decision for departing from school rules to the principal.

V. A.2. In a role play situation, defend an intern request to initiate a novel community project to the principal and director.

V. A.3. Defend an intern who has been unjustly accused of insubordination to a central office administrator.

V. A.4. Justify a team decision to institute a minority studies curriculum to a curriculum supervisor.

V. B.1. Analyze a simulated intern proposal to involve the community and present it to a group of teachers in a role play setting.

V. B.2. In a role play situation, present and defend a notice to the entire team (teacher, interns, aides) requesting a needed after school meeting.

V. B.3. In a role play setting, present and defend to both the teacher and the intern, a decision to take a group of children away from an intern and place them with a regular teacher.

V. C.1. In a role play situation, encounter an intern request that is at variance with established board of education policy and defend the decision to disallow the request.

V. C.2. Describe three problems focussing on the status of teachers in relation to interns and present arguments to justify the status positions.

V. C.3. Describe a community project that has been rejected by the principal and present a rationale for the rejection.

V. C.4. In a role play situation, prohibit an unprepared intern from teaching a class and defend the position against a vigorous attack.

V. D.1. In a role play situation, defend to a concerned parent, the decision to have a child work with an intern rather than a teacher.

V. D.2. In a role play situation, inform and justify to a group of parents, the decision to send children home early once per week for team planning.

V. D.3. Describe a strategy for informing a group of parents that their children will have several teachers rather than one, then defend the strategy to fellow team leaders.

V. D.4. In a role play situation, describe to a concerned parent, the necessity for having a pupil and an intern work in a closet.

VI

VI. A.1. Describe a strategy for initiating a conference with an intern who has exhibited anxious behavior.

VI. A.2. Describe a strategy for promoting a sense of trust with an intern who has exhibited anxious behavior.

VI. A.3. In a role play setting, ask questions designed to promote a willingness to respond, of a troubled intern.

VI. B.1. Observe a simulation conference between a team leader and an intern and list the concerns being expressed by the intern.

VI. B.2. In a role play situation, talk to a troubled intern and attempt to have the intern make his concerns known.

VI. B.3. Critique the role play conferences of fellow team leaders and discuss the critiques in a seminar.

VI. C.1. Observe a simulated conference with a team leader and an intern and describe the team leader input designed to help the intern make a personal decision.

VI. C.2. In a role play situation, talk with a concerned intern, offering input designed to help the intern make a personal decision.

VI. C.3. Critique the role play conferences of fellow team leaders and discuss the critiques in a seminar.

VI. D.1. Observe a simulated conference with a team leader and an intern and describe the team leader input designed to help the intern make a career decision.

VI. D.2. In a role play situation, talk with a concerned intern offering input designed to help the intern make a career decision.

VI. D.3. Critique the role play conferences of fellow team leaders and discuss the critiques in a seminar.

Materials

It was the intention of the writer to construct a curriculum guide that called for a minimum of outside resources. Several reference works are listed, but readers may choose to utilize other more familiar references. The implementation of these objectives would not necessarily suffer.

A number of instructor-made materials such as simulation situations and role play cards are required. There appears to be no ready made source for this material, so it is expected that the implementor will find it necessary to define the content relative to his own situation, and develop his own materials. Video tape equipment can also be effectively used in many instances, though the objectives are not dependent on it. Adequate physical space and materials are assumed throughout.

Because of the flexibility of materials implied in this guide, they will be referenced only to Interim Objectives rather than Specific Behaviors. In each case, the Roman numeral represents the General Objective, while the upper case letter represents the Interim Objective.

I. A. Winter, Gerald D., and Nuss, Eugene M. The Young Adult. Glenview, Illinois: Scott, Foresman and Co., 1969, Chapters 1, 3.

I. B. None

I. C. Winter and Nuss. Chapter 2

I. D. Winter and Nuss. Chapter 4

II. A. Role play cards
Video tape equipment

II. B. Role play cards
Video tape equipment

II. C. Instructor-made tasks

II. D. Simulation situations
Role play cards
Video tape equipment

II. E. Simulation situations
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Video tape equipment

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IV. E. None

V. A. Role play cards
Simulation situations
Video tape equipment

V. B. Role play cards
Simulation situations
Video tape equipment

V. C. Role play cards
Simulation situations
Video tape equipment

V. D. Role play cards
Simulation situations
Video tape equipment

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Role play cards
Video tape equipment

VI. B. Simulation situation
Role play cards
Video tape equipment

VI. C. Simulation situation
Role play cards
Video tape equipment

VI. D. Simulation situations
Role play cards
Video tape equipment

Placement - Time and Agency

Ideally, every team leader would possess all of the necessary skills before ever meeting an intern. Unfortunately, educational programs, including Teacher Corps, rarely have this type of lead time available. Consequently, the suggested placement of objectives (found on the next page) is presented to help the program implementor make decisions concerning priority. The needs of individual programs might well dictate some rather marked changes in the sequencing of objectives, and this should not be discouraged.

The responsibility for the implementation of objectives is a crucial concern. Although it is recognized that the university staff will usually have this responsibility, one will note an inclination on the writer's part to involve both agencies. The reason for this goes beyond simple political considerations. One must always remember that team leaders are public school employees, and will most likely be public school employees long after Teacher Corps leaves. Consequently, it is important for representatives of that agency to be aware of, and involved in any training program. The implementor will probably note a higher degree of willingness on the part of team leaders to fulfill their responsibilities if their employers are cognizant and approving of what they are doing. The team leader is in a delicate position, and every effort must be made to recognize this and provide the necessary support.

PLACEMENT OF OBJECTIVES

Objective		Time			Responsibility	
	Pre-service	Early in-service	In-service	Univ.	Pub.Schl.	Both
I A	X	X				X
I B	X					X
I C	X	X				X
I D	X					X
II A	X	X				X
II B	X	X				X
II C	X	X				X
II D	X	X				X
II E	X	X				X
III A	X				X	
III B	X				X	
III C	X				X	
IV A	X	X		X		
IV B	X	X		X		
IV C	X	X	X			X
IV D	X	X	X			X
IV E	X	X	X			X
V A	X	X				X
V B		X			X	
V C	X			X		
V D		X	X		X	
VI A	X	X		X		
VI B	X	X		X		
VI C	X	X		X		
VI D	X	X		X		
TOTALS	23	19	4	7	5	13

Appendix

Suggested Evaluation Procedures

Many of the Specific Behaviors listed in this guide are not behavioral objectives, i.e., they call for a process rather than specify a terminal behavior. Consequently, it would be inappropriate to employ a terminal evaluation requiring specific behaviors to assess the degree to which the team leader has succeeded. Therefore, there will be two types of evaluations suggested in this section, cognitive evaluation and process evaluation.

Cognitive evaluation will be designed to assess the degree to which the team leader possesses and understands specific concepts, ideas, facts, etc., and will usually employ some type of objective evaluation scheme. Where appropriate, an example or two will be presented. Process evaluation will be designed to assess the degree to which a team leader functions well under specified circumstances, and will employ some rather "loose" form of evaluation such as a conference, peer feedback, self-analysis, critique, etc. Where appropriate, examples of this procedure will also be presented.

Suggested evaluation procedures will be presented by Interim Objective rather than Specific Behavior. Where both types are called for, examples of both will be given.

I A. Cognitive

1) Which of the following political organizations is not associated with the "new left"
   - A. Students for a Democratic Society
   - B. Student Non-Violent Coordinating Committee
   - * C. Youth for Freedom
   - D. The Jewish Defense League

2) Using the 1968 Democratic National Convention as a base, analyze the strategies utilized by youth groups and relate them to the procedures employed by the City of Chicago authorities.

Process

1) After having interviewed "radical" students, list all of your reactions, impressions, feelings, analyses and present them to your classmates for discussion. Finally, wait for a day, then write a brief paper describing any changes in your perceptions of the interviews and have it duplicated for the class.

I B.

Cognitive

1) Which of the following issues is generally not considered to be part of the "generation gap"?
   - A. The War in Southeast Asia
   - * B. The Death Penalty
   - C. Sexual Values
   - D. Attitudes toward drugs

2) It has been stated that the motivation for stealing a car today is not dissimilar to the motivation for turning over an outhouse forty years ago. Critique this statement analyzing both the legitimate comparisons and significant contrasts.

I C.

Cognitive

1) If a typical fifty year old parent were confronted with the fact that his college age daughter were living with her boyfriend, which argument would he most likely use to dissuade her?
   - A. Common Law marriages are no longer legal
   - B. The finanical arrangements do not protect her unless they are married
   - C. She is living in sin
   - * D. She is bringing shame and embarrasment to herself and her family.

2) If an energetic clergyman were to visit a commune with the intention of convincing the "family" to come to church:
   - A. What arguments would he use?

     and
   - B. What reaction would you hypothesize that he would receive?

I D.

Cognitive

1) Translate the following terms for popular drugs into their generic nomenclature:

A.	Smack	(heroin)
B.	Speed	(various amphetemines)
C.	Horse	(heroin)
D.	Pot	(marijuana)
E.	Acid	(LSD)

Process

1) After defending your position on the legalization of marijuana, ask your classmates if your argument had any effect on their position. Ascertain what? Why? Then, with this feedback briefly describe how you might alter your argument to be more effective.

II A.

Process

1) Working in triads, have your classmates rate you on the accuracy of your perceptions, and suggest ways you can improve. Then repeat the entire process and see if your accuracy rating increases.

2) Implement your games with classmates, using an informal process to assess whether or not perceptual accuracy is being enhanced. Utilize peer feedback to improve your game and then check the results with new participants.

II B. 1) Use the same process suggested in II A.

II C.

Process

1) Have a conference with the instructor and one or two classmates and openly discuss the degree to which you are correctly interpreting feedback. If there are criticisms of your performance, try to incorporate these criticisms in a repeat of the objective and hold yet another analytical session.

2) Have the exercises video taped. Then watch the video tape alone, and note your performance with reference to mistakes you made. Compare your analysis with those of your classmates and have the instructor help you synthesize the two.

II D.

Process

1) At the conclusion of a simulated interview, hold a conference with the person exhibiting hostility toward the subject, the subject and the instructor. Analyze the responses to hostility and suggest alternate ways of dealing with them.

2) Video tape a stress interview and ask both the subject and others to view the tape. Have each person list the appropriate and inappropriate responses. Finally compare and discuss the lists in a small group setting.

II E.

Process

Use strategies similar to those detailed in II C, and II D.

III A.

Cognitive

1) It is called to a teachers attention that a mistake has been made, and she has been paid $10.00 too much for twenty pay periods. The payroll clerk notifies her that she will have the $200.00 deducted from her next paycheck. The teacher feels this is unfair and desires help in changing this ruling. She should talk first to:
   - * A. The Principal
   - B. The Superintendent
   - C. The Union President
   - D. A Lawyer

2) The board of education last night voted to bus fourteen classrooms of inner city children to some less crowded suburban schools. Describe the process for implementing this decision from the board meeting through the first day of bussing.

III B.

Cognitive

1) Which of the following organizations or institutions would be considered by a board of education to be least potent in influencing public opinion.
   - A. The Evening Newspaper
   - * B. The Local Chapter of the DAR
   - C. A Local TV Station Editorial Board
   - D. A Senate Committee

2) The "Homeowners Council" has demanded a meeting with the superintendent to protest a bussing decision recently made. Thus far, he has not met with them. The "Council" has threatened to picket the board office if the meeting does not occur within a week. Discuss a strategy for dealing with the problem where: A) The meeting is held, and B) The meeting is not held.

III C.

Cognitive

1) Which of the following decisions is usually not made by the building principal?
   - A. Grade assignments of teachers
   - B. Class assignments of pupils
   - C. Schedules for art specialists
   - * D. Membership on the School Grievance Committee

2) A group of 17 parents complain to the principal that the sex education class is not appropriate for the school. The principal promises to check into the matter and meet with them at a later date. Suggest a strategy for solving this problem when:
   - A. The teachers are strongly supportive of the program.
   - B. The program is in existence because of a vote of the board of education.
   - C. The principal is convinced that it is a worthwhile endeavor.

IV A.

Cognitive

1) In a situation when the first 30 minutes of a team meeting are spent discussing social events, the weather, politics, etc., the problem faced by the team leader is one of:
   - A. Group maintenance
   - B. Group standards
   - C. Group hostility
   - * D. Task maintenance

Process

1) After video taping a group meeting, have three observers use a group instrument to analyze the processes occuring. In a panel discussion situation, have each of the three describe the group processes and answer questions from their classmates. Finally, the instructor should point out the similarities and differences in the three descriptions and account for the differences.

IV B.

Cognitive

1) A group of teachers complain to the team leader that they never know what is going on because there are several people using four different rooms and it is impossible to keep up with everything. Specifically, the interns can never be found, the team leader doesn't let people know where he will be, and the aides always have something to do when they are needed. Develop a system that will alleviate this complaint focussing not on changing the structure, but on informing the participants.

Process

1) Use processes similar to those described in I A, II C, II D, and IV A.

IV C.

Cognitive

1) One tool designed to provide data concerning the relationships between a teacher and children in the class is:
   - A. The Minnesota Teacher Attitude Inventory
   - B. California F Scale
   - * C. Interaction Analysis
   - D. The Education Scale

Process

1) After two interns have observed each other teach, hold a conference with the team leader and both interns, encouraging both interns to discuss their critique openly. At the conclusion of the conference, have each intern provide three suggestions for the other, and repeat the procedure within a period of one week.

IV D.

Cognitive

1) Which of the following is not a behaviorally stated objective. The student will:
   - A. List the capitals of the 50 states with no more than two mistakes.
   - B. Correctly compute 8 out of 10 two digit multiplication problems.
   - * C. Understand the meaning of courage.
   - D. Draw a map of the school, including all rooms, doors, and halls.

2) Some of the team members prefer homogeneous grouping (using achievement test scores), while others prefer random or heterogeneous grouping. As team leader, you are convinced that grouping by skill is better than either of the other two. Suggest a workable method of diagnosing the math skills of 75 nine and ten year old children, and assigning them to six groups.

IV E.

Cognitive

1) The "community" is a term often used by various people to mean different things. Define "community" as it might be used by the following:
   - A. A leader of a militant black organization
   - B. Parents of the children in your building
   - C. The principal of your building
   - D. The local Model Cities agency

V A.

Process

1) After video taping a role play, watch it alone and decide whether or not you were successful, listing at least three reasons for your decision. Discuss your decision with the instructor, and then reassess your tape. Finally, have a classmate assess your tape, offering suggestions for improvement.

V B.

Process

1) Select two fellow team leaders to observe the role play looking only for specified behavior (e.g., ability to compromise, stubbornness, etc.). After the role play, discuss your performance vis-a-vis these criteria with the team leaders and listen to their suggestions. Finally, role play the situations again, attempting to utilize the peer input and repeat the evaluation process.

V C.

Process

Use processes similar to those described in V A, and V B.

V D.

Process

Use processes similar to those described in V A, and V B.

VI A.

Cognitive

1) An intern has become hostile toward other team members, which is inconsistent with the way he has behaved previously. As a team leader you know that something is wrong, but have no idea what the problem is. How would you deal with the intern if, after you initially mentioned it to him, he responds in the following ways:
    A. Becomes angry and tells you to "mind your own business"
    B. Starts crying telling you he thinks he'll quit Teacher Corps
    C. Insists that nothing is wrong and suggests that you are imagining things.

Process

1) Observe your own role play on video tape, listing the questions you asked of the intern. Categorize the questions as either acceptable or unacceptable. Share the list of questions with the instructor and discuss the appropriateness of each question.

VI B.

Process

1) After each member of the class has role played a situation, divide the class into groups of four. Critique each role play solely on whether or not concerns were better defined at the end of the conference. Rank each person's performance, and have the lowest two repeat the role play with the other two observing. Finally repeat the critiquing process and note whether or not there has been improvement.

VI C.

Cognitive

1) According to contemporary thought in the field of counseling, when a client makes a personal decision that the counselor views as inappropriate, the counselor should:
    * A. Raise questions in an attempt to bring about a re-evaluation of the decision
    B. Accept the decision
    C. Terminate the relationship, pointing out the ineffectiveness of the counselor.
    D. Point out all the reasons why it is a poor decision

2) An intern came to you, concerned because his roomate is consuming a great number of pills. He is torn between moving, confronting the roomate, informing the authorities, or ignoring the whole matter. Suggest at least four inputs you could produce that might help the intern arrive at a decision concerning this problem.

Process

1) Use processes similar to those described in VI A, and VI B.

VI D. Process

1) Use processes similar to those found in VI A, and VI B.

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Team Leaders as Teacher Educators

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TEAM LEADERS AS TEACHER EDUCATORS

Introduction

The team leader should play a major role in the education of teachers. The "on the line" relationship team leaders have with interns, fellow teachers and para-professionals, puts them in a unique position relative to college and university teacher training personnel. "Reality" is his advantage. Real students and real problems emanating from classroom situations provide a relevance with which to make a connection between theory and practice that most college classrooms provide only vicariously. The constraints of reality: access to limited resources, class size, peer pressure, parent concern, administrative tasks such as collecting money, warm rooms, cold rooms, loudspeaker announcements, reading problems, discipline problems, etc. produce a problem solving environment at all times. In addition to these, community composition and community pressures must be added, for they provide added complexity with which a teacher must also deal. The team leader is not only in an advantageous position but also in a frustrating one. Faced with interns eager for change, the team leader has a challenge few college and university staff face.

The team leader is not a teacher educator alone. He complements college and university teacher trainers and fellow teachers in his school who also will be working with interns and para-professionals. Not only will the team leader have a unique role to play in this teacher education team, because of his exceptional teaching and leadership ability within the reality of the school, but he is also a liaison between university and public school personnel. We see the team leader as the keystone in the teacher educator team. He focuses upon the application of formal educational study to the public school classroom by the intern. He is concerned not only with facilitating the intern's understanding of the relationship between theory and practice, but most importantly focusing upon the intern's ability to do, to act, to teach, instead of talking about teaching. The team leader is thus a model teacher and a supervisor, complementing, supplementing, and supporting the intern's university work and university supervision.

Critical to the the team leader's role as teacher educator are the skills of inquiry. Supervision requires gathering data to provide feedback to the intern and para-professional about their behavior, as well as providing university personnel with similar data. It further requires raising questions about the data as well as providing information to help the intern and para-professional answer questions and solve problems. Inquiry requires openness, a disposition to gather data objectively. The team leader should exemplify the inquiring disposition. In this sense supervision is a means, a way of helping the intern and para-professional acquire ways of monitoring and analyzing their own behavior, for it is the acquiring of supervisory skills that allows the individual teacher to inquire about himself on his own initiative.

This Guide focuses on the team leader's concern with the intern. It is here that the team leader's role as teacher educator is primary. We also include a section on para-professionals and fellow teachers.

General Objectives

I. The team leader understands that a teacher makes a deliberate and planned intervention into the lives of others to modify and to change those lives.

II. The team leader recognizes that the school, and the experiences offered by the school, do not exist in a vacuum. The school is functionally related to "outside" as well as "inside" factors. These factors influence what is taught and what is learned.

III. The team leader is aware that process is not separate from "content" and that specific content "ought" to be taught and is indeed required (perceived as necessary) by communities served.

IV. The team leader understands that teaching and learning are "transactions" between the teacher as "self", the learner as "self" and within the social context in which teaching-learning take place.

V. The team leader is aware that the teacher must be responsible and accountable for managing the learning environment. This necessitates long range and short range planning, the relating of ends with means, providing feedback, evaluating and implementing within a "systems" approach.

VI. The team leader recognizes that the teacher is also an administrator. The teacher often judges himself and is judged by others to the extent that administrative details are addressed in an efficient and effective manner.

VII. The team leader relates data from the college courses, data from field implementation efforts, and determines the need for further intern improvment in instruction and classroom management. The team leader is a supervisor of teachers and interns.

VIII. The team leader is aware of both public and professional expectations for teacher behavior. This awareness influences teaching-learning opportunities.

Interim Objectives

I

The team leader understands that a teacher makes a deliberate and planned intervention into the lives of others, to modify and to change those lives.

A. Can differentiate between non-measurable and measurable learning objectives.

B. Can logically relate measurable and non-measurable objectives.

C. Can identify criteria to be used in selecting objectives.

D. Can describe the data used, the alternatives assessed, the reasoning processes used, and the non-academic variables used in establishing the criteria for objectives.

Discussion

Team leader behavior may be primarily reactive and aimed at "self-survival" in the new role through random, non-systematic, and un-differentiated activity. Looking like a leader may be more of a driving force than being a leader--and paying the psychological price for leading. If leadership is to be rational and planned, the team leader must attend to goal setting and goal attainment. Objectives provide a crucial framework for team leaders functioning as a teacher educator.

II

The team leader recognizes that the school, and the experiences offered by the school, do not exist in a vacuum. The school is functionally related to "outside" as well as "inside" factors. These factors influence what is taught and what is learned.

A. Can identify factors external to the school that influence classroom instruction.

B. Can identify factors internal to the school that influence classroom instruction.

C. Can indicate perceived purposes of the school other than that of educating a student.

Discussion

Goal setting and procedures for goal attainment are seldom separated from situational factors. Behavior is situational. Team leadership requires awareness of situational variables to integrate several sub-systems into a more exclusive umbrella "system" or, as Saxe calls it, "the complete school system." Team leaders work with a community-school system in which external and internal factors are functionally related and provide a framework for realistic planning. (See: Richard W. Saxe, "A Systems Approach to Designing a Training Program for Team Leaders," TLDP, Toledo, January, 1971)

III

The team leader is aware that process is not separated from "content" and that specific content "ought" to be taught and is, indeed, required (perceived as necessary) by communities served.

A. Can determine "content" demands placed upon him by various constituencies such as communities, professional peers, and society in general.

B. Is able to present to the various constituencies justification of the content demands placed upon him.

C. Is able to describe how process influences content and how content influences process.

Discussion

Addressing the problem of content is vital to the team leader, interns, and to change strategies employed by the team within its institutional setting. Because one may disagree with conventional views of content, does not mitigate the need to recognize and use it as an important consideration in planning--for instruction and for institutional change. Rubin points out that cognitive functioning and affective functioning are counterparts of one another. They are not mutually exclusive. It is not "either-or". "Feeling is part of believing and knowing." (See Louis J. Rubin, "Team Leaders and In-Service Education." TLDP)

IV

The team leader understand that teaching and learning are "transactions" between the teacher as "self", the learner as "self" and within the social context in which teaching/learning take place.

A. Can determine areas of reciprocal influence between and teacher and the student.

B. Can list his own personality strengths, weaknesses, and predispositions and indicate how these influence his teaching behavior.

C. Can identifty how a student's and/or intern's personality strengths, weaknesses, and predispositions influence learning behavior.

D. Can specify how the learning environment can facilitate or impede teaching and learning.

Discussion

Doll underscores that things happen to people interacting within organizational structures. Significant reference groups, the dynamics of formal and informal sub-groups and individual self-interest all come into play. These are significant factors in teaching/learning situations as suggested by team leaders who report that their satisfactions come from people (not task) functioning and who ascribe failures to "personality conflicts". Concern is applicable to classrooms, supervision conferences, team meetings, etc. (See Saxe and Russell C. Doll, "Team Leaders and Communities: The Sociological Monkey on the Team Leader's Back", TLDP, Toledo, 1971.)

V

The team leader is aware that the teacher must be responsible and accountable for managing the learning environment. This necessitates long range and short range planning, the relating of ends with means, providing feedback, evaluating, and implementing within a systems approach.

A. Can enumerate the variables involved in long range and short range planning.

B. Can develop a long range and short range plan for instructional implementation.

C. Can modify plans as a function of feedback determined during implementation.

D. Can explain the instruments, techniques, and procedures for monitoring the effectiveness of the instruction.

E. Can explain several motivation techniques with regard to specific content.

Discussion

The team leader has a primary concern with goal setting and goal attainment. This calls for planning the management of diagnostic and clinical functions, resources, timing, human relationships, etc. within the framework of an educational systems approach. Waterman discusses the need for team leaders to establish criteria for sorting out demands. There is need to assist self and others in coordinating the functionally related multi-dimensions of teaching. (See Floyd T. Waterman, "Orientation to a New Role: It All Starts with the Team Leader," TLDP, 1971.)

VI

The team leader recognizes that the teacher is also an administrator. The teacher often judges himself and is judged by others to the extent that administrative details are addressed in an efficient and effective manner.

A. Can identify specific administrative tasks required by the school as necessary for organizational functioning.

B. Can determine effective "short cuts" for expediting required administrative tasks.

C. Can identify professional consequences for failure to complete required administrative tasks.

Discussion

This is a basic pragmatic concern. How a team (and team leader) is perceived by institutional reference groups has significant implications for reducing resistance to other team efforts. Initial acceptance or rejection depend, in part, on existing normative judgmental patterns. To ignore this reality may abort significant efforts directed at teacher and curricular change.

VII

The team leader relates data from college courses, data from field implementation efforts, and determines the need for further intern improvement in instruction and classroom management. The team leader is a supervisor of teachers and interns.

A. Can develop criteria for structuring data gathering to help improve interns' instructional, and classroom management.

B. Can identify several of the systematic observation instruments which can be used to categorize teacher behavior.

C. Can identify and use audio and visual technical equipment in order to record intern teaching behavior.

D. Can use systematic observation instruments and audio-visual technical equipment, in conjunction with micro-teaching experiences in order to improve instruction within a "controlled" experience.

E. Can plan and implement an effective supervisory conference.

Discussion

Supervision is a means, not an end. Team leadership has a definite task dimension (Spiess) which gives direction to "initiating" and "consideration" functions. Supervision may provide the task base. Team leaders have indicated a generalized negative attitude towards supervision (Saxe) and, when attempting supervision, sometimes reinforced poor teaching. Supervisory conferences tended to present a negative model for relating task with process. It is vital that team leaders receive background experiences in the use and analysis of instruments and in communicating teaching behavior data to the interns. (See Richard W. Saxe, "Observations of Teacher Corps Team Leaders in Ten Different Programs," TLDP, Toledo, 1971 and Jack Spiess, "Concepts of Leadership for Team Leaders," TLDP, Toledo, 1971.)

VIII

The team leader is aware of both public and professional expectations for teacher behavior. This awareness influences teaching-learning opportunities.

A. Can identify and list community and professional expectations with regard to teacher dress, language, and generalized behavior.

B. Can list consequences of departing from expected roles.

Discussion

Reference groups are found to be more instrumental in determing what one does than formal efforts at training. Leadership behavior (and intern behavior) relate to significant reference groups (Doll). Initial perceptions of the principal and staff anchor expectations around the conventional view of teacher role and behavior. This pragmatic concern is related to lessening resistance to efforts at teacher and curricular change. (See Doll, op. cit.)

Specific Behaviors

Up to this point we have been discussing the role of the team leader at a level of generality which permits us to formulate objectives almost regardless of the specific conditions in any particular Teacher Corps program. Henceforth, we deal with specific examples which may or may not be appropriate for all situations. The examples are merely representative of possible options. Obviously they are but a miniscule sample of the possible range of behaviors. They are coded back to general (Roman) and interim (Capitals) objectives. Selected specific behaviors follow.

I

I. A. 1. Given a list of behavioral and non-behavioral objectives, the team leader will correctly identify those which are measurable.

I. A. 2. Will provide a list of measurable objectives.

I. B. 1. Given a list of three non-measurable objectives, the team leader can develop three measurable objectives that logically relate to the original three.

e.g.: Students will be good democratic citizens.

Students gather data before passing judgment.

I. C. 1. Given two classroom episodes, the team leader will specify the classroom teacher's assumptions about desired behavior. (Note: It is possible to use, as episodes, audio and/or video tape of intern teaching.

I. D. 1. The team leader lists ten of his own teaching objectives. For each of the ten listed, the team leader will specify data used in arriving at the particular objectives. In addition, he will reorder objectives in terms of rank order of importance.

II

II. A. 1. Can give three examples of how "external" factors affect the academic placement of a minority child.

II. A. 2. Given a case study, the team leader can identify two ways in which a pressure group can influence school policy.

II. B. 1. Can list three ways in which teacher organizations can affect curricular decisions.

II. B. 2. Can give two examples of how official school discipline policy influences teacher behavior in the classroom.

II. C. 1. Can give three examples of how a school can give a form of social cohesiveness to a community.
e.g.: adult education, community center, voting booths.

III

III. A. 1. Given a list of content taught in the school (such as new math, history, reading, sex education), the team leader will link specific demands with specific constituencies.

III. B. 1. Given a content area such as reading, the team leader can describe three different reasons for three different constituencies to "demand" inclusion in the total program.

III. C. 1. Given three teaching episodes, the team leader will select the one teaching episode which best exemplifies skill development.

III. C. 2. Watching a series of video tapes of interns, the team leader can identify techniques used for stressing content recall.

III. C. 3. Given two classroom episodes, the team leader will be able to propose three questions the intern might have used to assure divergent thinking.

IV

IV. A. 1. Observing a role playing situation involving a discipline action in a classroom, the team leader will identify the teacher use of voice tone in the action and will identify student non-response to continued use of teacher voice tone.

IV. A. 2. Using a category observation system such as Flander's Interaction Analysis, the team leader will be able to analyze the data with respect to teacher's verbal reinforcing behavior and student initiated response.

IV. B. 1. Given a teaching inventory such as that used at Western Michigan University, the team leader will predict student responses in terms of their perceptions of his teaching behavior.

IV. C. 1. In a supervisory conference with an intern, the team leader will analyze the intern's specific personality strengths and weaknesses as they appear in a micro-teaching situation.

IV. D. 1. Using an observation schedule, the team leader can identify the intern's "directing" behaviors and analyze the relationship between the "directing" behaviors and levels of student response.

V

V. B. 1. Can list at least six variables to consider when formulating long range and short range instructional plans.
e.g.: student reading levels, class size, available resources, etc.

V. B. 1. The team leader will develop a unit teaching plan and at least three specific daily lesson plans within the unit to serve as a model for interns.

V. C. 1. Observing an intern teaching on video tape, the team leader will determine when the intern could have deviated from the lesson plan with justification.

V. C. 2. Utilizing pre-test results, the team leader will modify pre-determined unit plans.

V. C. 3 In conference with interns, the team leader will assist in producing a pre-test to determine validity of pre-determined lesson plans.

V. D. 1. Using planned procedures (instruments, techniques), the team leader will construct a curriculum log of an actual classroom lesson and will relate the log to the pre-determined lesson plan.

V. D. 2. Given a specific video tape of an intern's teaching episode, the team leader will explain at least five specific instruments and/or techniques with which he can analyze the given lesson.

E.g.: Interaction Analysis Systems, Video Tape, Audio Tape, Microteaching procedures.

V. E. 1. Viewing a video tape with interns, the team leader will suggest appropriate motivation techniques relative to the lesson being viewed.

E.g.: Devil's advocate, value continuum, silence, use of films.

V. E. 2. Using the same video tape (above), the team leader will have students suggest appropriate motivation techniques for the lesson being viewed.

VI

VI. A. 1. The team leader will prepare a check list of specific administrative tasks which the school requires of the classroom teacher.

E.g.: lesson plans for substitute teachers, attendance taking, evalation reports, field trip permissions.

VI. B. 1 In a planning session with interns, the team leader will assist the interns in devising a procedure for completing required administrative tasks.

VI. C. 1. In a meeting with interns, cooperating teachers, and administrators, the team leader will question administrators in terms of perceived importance of administrative functions.

VI. C. 2. The team leader will assess with interns the institutional norms related to evaluation of teachers in terms of administrative functions and the use of the norms as a way of reducing resistance to change.

VII

VII. A.1. The team leader will develop a list of kinds of data and tell how the kinds of data are useful for specific instructional improvement.

E.g.: Data regarding questioning strategies may relate to levels of thinking. Or, data concerning teacher discipline procedures may relate to specific student behavior.

VII. A.2. After observing intern teaching, the team leader will select several problem areas in instructional management and ask the intern to suggest kinds of data that he might gather to solve those problems.

VII. B.1. The team leader will list at least three examples of systematic observation instruments which can be used to categorize teaching behavior.

VII. B.2. The team leader will instruct the interns in the use of three systematic categorizing systems and will analyze intern use of the systems.

VII. C.1. The team leader will use audio and video equipment to record intern teaching behavior.

VII. D.1. In a micro-teaching situation, the team leader will utilize a systematic observation instrument analyzing an intern's video tape with the intern.

VII. D.2. The team leader will teach a micro-lesson, video tape it, do an interaction analysis of it, and compare the pattern of behavior with the predicted pattern.

VII. E. 1. The team leader will role play a supervisory conference.

VII. E. 2. The team leader will view a "model" supervisory conference with interns and analyze it with respect to: 1) use of team leader questioning, 2) reinforcement techniques, 3) pattern of domination, i.e., domination, passivity, 4) receptivity to intern explanation, 5) use of interns to assist interns, and 6) suggestions for change and change implementation.

VII. E. 3. The team leader will plan and implement a supervisory conference, video tape the conference, and analyze it with interns.

VII. E. 4. The team leader will role play encounter situations simulating specified conflict situations in which the team leader must take risks.

VIII

VIII. A. 1. The team leader will role play a teacher whose language and general behavior does not conform to community expectations.

VIII. A. 2. The team leader identifies school system regulations pertaining to professional behavior and ethics.

VIII. B. 1. The team leader can analyze the consequences of non-adherence to normative professional roles with regard to their effect upon the intern's role of change agent.

Materials

Materials in this *Guide* will be listed under the general (I) and interim (A) objectives to which they apply.

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Silberman, Charles. *Crisis in the Classroom.* New York: Random House, 1971.

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Phillips, John L. *The Origin of Intellect: Piaget's Theory*. San Francisco: W. H. Freeman and Company, 1969.

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Amidon, Edmund, and Hunter, Elizabeth. *Improving Teaching*. New York: Holt, Rinehart and Winston Inc., 1966.

Brubaker, Dale L. *The Teacher as Decision Maker*. Dubuque: W. C. Brown Company, 1970.

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Getzels, J. W. and Jackson, P. W. "The Teacher's Personality and Characteristics," *Handbook of Research on Training*, N. L. Gage (ed.). Chicago: Rand McNally & Company, 1963.

Gorman, Alfred H. *Teachers and Learners: The Interactive Process of Education*. Boston: Allyn and Bacon, Inc., 1969.

Shumsky, Abraham. *In Search of Teaching Style*. New York: Appleton-Century-Crafts, 1968.

V. A, B, C, D, E. Raths, Louis, *et al*. *Values and Teaching*. Columbus: Charles E. Merrill, 1966.

VII. A, B, C, D. Rogers, Carl R. *On Becoming a Person*. La Jolla, California: Houghton Mifflin, 1961.

Rothman, Paul and Davis, Robert T. *The Art of Leadership: A Manual for Group Leaders*. Austin, Texas: National Leadership Institute, 1968.

VIII. A, B. White, William F. *Psychosocial Principles Applied to Classroom Teaching*. New York: McGraw Hill, 1969.

Additional General Sources

Klopf, Gordon J. and Bowman, Sandra W. *Teacher Education in a Social Context*. New York: Mental Health Materials Center, 1966.

Sarason, Seymour *et al*. *The Preparation of Teachers: An Unstudied Problem in Education*. New York: John Wiley and Sons, 1962.

Smith, B. Othaniel *et al*. *Teachers for the Real World*. Washington, D. C.: American Association of Colleges of Teacher Education, 1969.

PLACEMENT OF OBJECTIVES

Objective	Time			Responsibility		
	P.S.	E.I.S.	I.S.	Univ.	Pub. Sch.	Both
IA	X			X		
B	X			X		
C	X	X		X		
D	X	X				X
IIA	X	X		X		
B	X	X		X		
C	X	X		X		
IIIA	X	X	X			X
B	X	X	X			X
C	X			X		
IVA	X			X		
B	X	X				X
C	X	X	X			X
D	X			X		
VA	X			X		
B	X	X				X
C		X	X			X
D	X			X		
E	X			X		
VIA		X			X	
B		X	X		X	
C	X	X	X			X
VIIA	X			X		
B	X			X		
C	X	X	X			X
D	X	X	X			X
E	X	X	X			X
VIIIA		X	X			X
B	X	X	X			X
TOTALS	25	19	11	14	2	13

Appendix

The Role of the Para-Professional in Support of the Team Leader as Teacher Educator

The role of the para-professional is relatively undefined in the literature. This is not to suggest, however, that the para-professional is not or cannot be important in the instructional setting.

One can hierarchally order levels of para-professional activity in the classroom. The level of training each para-professional receives will in part be dependent upon the strengths of the particular team leader, cooperating teachers, and interns on a specific team, plus the specific background and competencies which the para-professional brings with him. The hierarchy might look like the following:

I. Performing administrative tasks, such as collecting money, collecting papers from students, taking attendance, passing out and collecting instructional materials.

II. Performing specific technical tasks, such as operating audio and video equipment and using this equipment to provide not only instructional data but also to tape the teaching behavior of team leaders and cooperating teachers (perhaps for model use) and intern teaching for analysis. Para-professionals can also be utilized in the data gathering phase of many of the observation and interaction analysis systems used to analyze intern teaching.

III. Performing the function as resource person. Many individuals have experiences in previous work or travel which should be utilized in classroom instruction. The para-professional is thus a potentially important source of data. In addition to this aspect of resource person, the para-professional can be used to gather specific teaching resources from the library, magazines, materials used in the home, etc. He can further become responsible for classifying resources such that they become more readily accessible for classroom use.

IV. Under teacher direction the para-professional might be used to supervise students directly. One such area is diagnostic work in which the para-professional may go over papers with the student, work on spelling and/or reading problems, art work, small group meetings, field trips, playground activities, etc. Important here is the fact that the teacher is responsible for assigning specific tasks and that the para-professional is directly responsible to the teacher.

Critical to the use of para-professionals and to their training as members of a team is their inclusion in team meetings and planning sessions. This does not simply mean that they should be expected to sit, listen, and watch; they should also be encouraged to provide input. Thus not only would para-professionals be trained with respect to specific objectives in this _Guide_ (e.g.: II.B.2, IV.D.1, V.D.2, VI.B.1, VI.C.2, VII.B.2, VII.C.1, VII.D.2, VII.E.2, VII.E.3, VII.E.4) but also for several objectives from _Guides_, such as "Role of Team Leader in Conducting Team Meetings" by Sikula and "Management" by Ahern.

GROUP PROCESS ROLES OF TEAM LEADERS

Prepared by
John P. Sikula
Consultant

Discussion

This is a guide for use by those who will help team leaders develop effective group process roles for use in team meetings. Because group process skills are important to the success of Teacher Corps programs, and because team leaders spend about ten percent of their time engaged in team meetings, it seems clear that there is a need for a curriculum guide in this area.

A recent survey of team leaders indicates that team leaders view the role of conducting and participating in team meetings as an activity of moderate importance (ranking 6th out of 11) and as an activity in which he is only moderately effective (ranking 5th out of 11).[1] The survey found that most team leaders dominate team meetings and generally spend their time giving information, opinions, and suggestions while the rest of the team are relatively inactive. We assume this practice does not make for effective meetings.

In general, team leaders need more thorough training in group communications and group process skills to enable them to mobilize teams to work more harmoniously toward given tasks.[2] Interpersonal communication and group dynamics principles appear to be areas of understanding in which team leaders need support. They must be trained to share team leadership and responsibility and must possess and/or develop certain identifiable skills, attitudes, and abilities. Team leaders must be flexible; they must know what roles operate in groups and how to move in and out of these roles. They must be skilled in and knowledgeable about alternative group processes and roles to enable them to direct and engage constructively in process learning. Team leaders also need to be trained in identifying and analyzing group needs and constraints and in communicating effectively.

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[1] "Team Leader Survey Response" (unpublished report from the Team Leadership Development Project, University of Toledo, April, 1971).

[2] Sam J. Yarger, Analysis of Responses to Director's Questionnaire, Report from the Team Leadership Development Project, University of Toledo, 1971, p. 15.

This guide is divided into two main parts. The first part deals with the task roles team leaders must be able to assume. Other guides will also focus upon task roles so we shall put more emphasis upon group maintenance roles. Group maintenance roles are also stressed because many believe that these are the most important and least emphasized roles which team leaders have to play.[3] Group maintenance roles depend upon open and free communication and interaction and upon a real life environment where team members perceive and interpret each other accurately. Effective team functioning requires more than good will and determination. It requires training, time investments, patience, skill development and a commitment to the program goals.

We now identify competencies needed by team leaders to function effectively in their group task and maintenance roles.

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[3] Jack Spiess, Concepts of Leadership for Team Leaders, Position paper for the Team Leadership Development Project, University of Toledo, March, 1971, p. 16.

Competencies

Overlapping skills and competencies are needed by team leaders in the following areas to successfully and effectively perform their group process roles in team meetings:

Task Competencies

planning
sharing responsibility
being a knowledgeable resource person
group evaluation

Maintenance Competencies

communication and interaction
group analysis
counseling and advising
facilitating a healthy work environmen

These eight broad, basic areas of competency will be analyzed to include more specific skills and abilities to be developed by team leaders.

General Objectives

In this guide two general objectives will be developed. They are:

1. The team leader will understand group task roles and will be able to provide these roles when the team needs them.
2. The team leader will understand group maintenance roles and will be able to provide these roles when the team needs them.

Let us now look more closely at curricular objectives and experiences which can help team leaders achieve the first general objective.

Interim Objectives

Discussion

There are certain task roles that must be assumed or provided for by any successful and effective team leader. Many of these roles deal with systematically planning team tasks. One problem with teaching teams has been that this planning is all but monopolized by team leaders who are often unwilling or unable to get the entire team meaningfully involved in team task determination and responsibility sharing. Many of the most successful teams have developed a situational-functional approach to team leadership which provides for the meaningful and appropriate use of the talents of individual team members. This approach to team leadership is what we seek to develop in Teacher Corps team leaders.

Team leaders also have an extremely important task role to play as resource persons able to direct group members and others to material and human resources. This vital role has often been overlooked by team leaders. If team leaders developed and utilized a situational-functional approach to team leadership, they would probably have more time to devote to this role and to other activities associated with successful team management.

The team leader has another important task role involving evaluating group processes and the functioning of the group. Too often team leaders have evaluated only individuals within their groups without considering the operation of the group itself and how this operation is affecting and involving the individuals.

Interim objectives designed to deal with task roles are listed below the following restatement of our first general objective (I).

General Objective I

The team leader will understand group task roles and will be able to provide these roles where the team needs them.

Interim

A

The team leader will plan tasks with his team.

B

The team leader will be able to develop and promote a situational-functional approach to team leadership.

C

The team leader will be willing and able to act as a resource person.

D

The team leader will accurately assess the nature and quality of group processess on-going in their team.

Interim Objectives

II

Maintenance Roles

Discussion

The most important roles that Teacher Corps team leaders have to understand and utilize are those related to group maintenance. Group-maintenance skills can only be developed through active study and practice. Maintaining a successful team requires understanding of principles of human relations and interaction. Team leaders must understand human feelings and behavior; they must be good judges of character, and they must be skilled in applying principles of psychological reinforcement.

Team leaders must be able to make relatively accurate predictions about human behavior. To do this they have to be skilled observers and listeners. They must know and apply elementary group analysis techniques which enable them to assess group progress and recommend ways in which groups might become more effective. The interim objectives for group maintenance roles will be listed below the following restatement of the general objective.

General Objective II

The team leader will understand group maintenance roles and will be able to provide these roles when the team needs them.

Interim

A

The team leader will understand and apply human relations and group interaction principles in ways which make his team more effective.

B

The team leader will understand and be able to apply appropriate group analysis techniques.

C

The team leader will provide effective group counseling and advising.

D

The team leader will develop and maintain a healthy group climate.

Specific Behavior

Up to this point we have been dealing with concepts appropriate for any Teacher Corps team leader training effort. The discussion hereafter is concerned with specifics which may or may not be indicated for a particular program. It is necessary to make it quite clear that what follows is offered as examples not recommendations. It certainly should not be taken as Teacher Corps policy. Note also that the specific behaviors provided are merely a sample of a population of unknown dimensions. However, since the team leaders we counseled with requested specific examples, we offer a few for each interim objective.

For ready reference, brief references to suggested appropriate learning materials are provided. The complete list of resources is found in another section of the Guide. The specific behaviors are referenced to general objectives by Roman numeral and to interim objectives by capital letters. They follow.

Task Area

I. A.1. Team Leaders will identify, define, and practice in a group setting the group task roles and functions of initiating, information and opinion giving, clarifying and elaborating, summarizing, requesting, consensus testing, orienting, coordinating, criticizing, recording, decision making, directing, and standard setting.

Materials - Benne article, Gorman book, Cartwright and Zander text.

I. A.2. Team leaders will analyze via video tape an actual team meeting to determine which of the classic group task roles and functions are operating and which ones do not appear to be present. Team leaders will then identify, suggest and defend roles and functions needed in the meeting just received.

Materials - Video tape, Yarger manuscript, Chin and Hadley paper.

I. A.3. Team leaders will plan, organize, and practice conducting a team meeting in which the expectations of the team leader and the responsibilities of group members are explicitly identified and analyzed in terms of their implications and ramifications for the team and the overall Teacher Corps program.

Materials - Johnson and Bany text, Raths book.

I. A.4. Team leaders will identify and defend for team members, definite and consistent behavioral objectives, competencies and the performance criteria which are important for group members to agree with and which are based upon demonstrated abilities and apparent potentialities of team members.

Materials - Jung manuscript, Chin and Hadley paper.

I. B.1. Team leaders will identify and describe and discuss among themselves in group setting the leadership patterns of autocracy, democracy and laissez-faire and will compare the strengths and limitations of each.

Materials - Cartwright and Zander text, Homans book.

I. B.2. Team leaders will identify, define and explain what is meant by the concepts of formal and informal power and influence and will discuss among themselves in a group how these concepts operate and effect group or team meetings.

Materials - Cartwright and Zander text, Homans book.

I. B.3. Team leaders will define and defend within a simulated team meeting setting the concept of a situational-functional approach to team leadership. In their presentations, team leaders will comment upon: 1 - the desirability and effect upon the group of shared leadership responsibility and active group involvement in team meeting planning; and 2 - the inconclusive evidence which attempts to identify the characteristics of successful group leaders.

Materials - Spiess report, Cartwright and Zander text, Bellon paper.

I. B.4. Team leaders will practice together in small group settings, soliciting input, having to change meeting agendas, accepting and utilizing ideas from group members, formulating team policies based upon group consensus, performing a non-domineering leadership role, involving non-participating team members, and finally, they will practice together establishing and changing when necessary team and program objectives and responsibilities based upon agreements of team members.

Materials - Chin and Hadley paper, Rogers book, Waterman paper.

I. B.5. In a role-playing situation, team leaders will take turns among themselves trying to motivate a team with low morale and high tension due primarily to the team's rejection of an autocratic team leader. Each team leader's efforts will then be analyzed by the team.

Materials - Alan Klein books, the Chesler and Fox pamphlet.

I. B.6. In a simulated team setting, team leaders will practice being friendly and showing genuine concern for individual group members who are not at ease in the team and who do not communicate their dissatisfaction with the direction that the team and program is heading.

Materials - Rogers book, Schmuck _et al._ pamphlet, Borton paperback.

I. B.7. To conclude their training in this area, team leaders will individually, in private and in writing, state what they believe is an accurate assessment of their leadership characteristics and capabilities. These statements will then be compared in a group meeting setting with the assessments of individual team leaders made by their peers in order to have individual team leaders develop accurate conceptions of their strengths and limitations as team leaders.

Materials - Rogers book, Bessell book.

I. C.1. Team leaders will identify and describe in writing a list of local resources and include such items as people, agencies, books, films and tapes which are available for team use. The list will also point out how each resource or service can be obtained.

Materials - U. S. Department of Health, Education and Welfare pamphlet, local resources, Burgess bibliography, Grambs book.

I. C.2. Team leaders will practice together in a team setting providing and using a wide range of perceptual, conceptual, and linguistic experiences through the use of multi-media materials.

Materials - Northwest Regional Educational Laboratory materials, Jung *et al*. system.

I. C.3. Team leaders will read about, visit and practice designing and utilizing innovative teaching techniques such as team teaching and competency-based instruction.

Materials - Northwest Regional Educational Laboratory materials, Jung document.

I. C.4. Team leaders will practice sequencing and constructing learning experiences consistent with objectives specified in Teacher Corps

Guidelines and the local Teacher Corps proposal.

Materials - Gibson book, Cheyney book, Teacher Corps Guidelines, the local Teacher Corps proposal.

I. D.1. Team leaders will view a video tape or film of an actual group meeting and will evaluate the group process in terms of: 1) whether or not the team accomplished its tasks or objectives; 2) whether or not all members of the group were concerned and involved in the process; and 3) whether or not group and individual assumptions were classified and checked.

Materials - Yarger manuscript, Gorman book, video tape or film.

I. D.2. Team leaders will role play together in a team setting a team meeting designed to evaluate a successful team's progress, its attitude toward experimentation and change, its task accomplishments, and the feasibility of future accomplishments in terms of the group members' ages, interests, background, time and resources.

Materials - Gorman book, Chin and Hadley paper.

I. D.3. Using honest praise and criticism, team leaders will individually and verbally evaluate in a team setting an imaginary, unsuccessful team, being particularly careful not to be too critical and trying to effectively review team progress without leaving the team with a feeling of group failure and disinterest in trying to improve its performance. In their evaluations, team leaders will attempt to encourage team self-observation and evaluation, and they will try to establish a non-blaming atmosphere. Each team leader's presentation will then be evaluated in a group setting by other team leaders.

Materials - Rogers book, Gorman book.

Maintenance Area

II. A.1. Team leaders will identify, define and practice in a group setting the group maintenance roles and functions of encouraging, harmonizing, compromising, observing, listening, recognizing, accepting, facilitating, sharing, involving, sensitizing, depending, releasing tension, providing input and feedback, socializing, and consulting.

Materials - Gorman book, Bellon paper, Benne article, Cartwright and Zander text, Jung document, Chin and Hadley paper.

II. A.2. Together in a team setting, team leaders will identify, define and discuss a list of human relations and interaction roles and principles which they feel are crucial to their success in managing team meetings. In doing this, team leaders will consider the following team leader variables: sensitivity; communication skills; ability to relate to different kinds of people; understanding of poverty and its effects upon human personality; sense of humor; cognitive and affective skills; ego or self-identity; and tact and strategy skills.

Materials - Waterman paper, Gorman book, Rogers book, Bellon paper, Chin and Hadley paper.

II. A.3. Based upon the discussion of objective II. A.1., team leader will view a video tape or film of an actual or simulated group meeting and will analyze and evaluate the nature and quality of human relations and interaction behavior exhibited in the group. After the analysis and assessment, team leader will recreate the scene and practice applying those principles identified as being desirable.

Materials - Video tape, film, II. A.2. materials.

II. A.4. Team leaders will practice together managing simulated team meetings in which they are particularly striving to display: clear and accurate communication skills; the ability to establish a free and open team meeting atmosphere where little tension or fear exist, and group members are willing to participate; their own emotional stability and confidence; personal competency in having group members check and analyze their assumptions and statements; a sensitivity to verbal and nonverbal expressed needs of group members; and their own approachability.

Materials - II. A.2. materials, Jung document, Northwest Regional Educational Laboratory materials.

II. A.5. Team leaders will practice together managing simulated team meetings in which they are particularly striving to display their desirable inclinations to be friendly, flexible, informal, equalitarian, innovative, understanding, fair, responsible, non-threatening and mature.

Materials - Bellon paper, Rogers book, Gorman book.

II. A.6. Team leaders will identify and discuss the aims and objectives behind increased and improved group interactions. Team leaders will also develop individually and in writing a rationale for attempting to develop a group's process skills.

Materials - Gorman book, Rogers book.

II. A.7. Team leaders will view a film or video tape of a group meeting where the group processes and interaction have broken down. Team leaders will evaluate the meeting and will specifically identify barriers to communication and points of stress which appear to exist. They will then recommend and defend strategies to resolve the group's problems.

Materials - Spiess report, film, video tape, Rogers book, Gorman book.

II. B.1. Team leaders will study, understand and explain the concepts of transactional analysis and interaction analysis, which are basically group analysis techniques allowing group observers to identify and record communication and interaction patterns within groups.

Materials - Yarger manuscript, Bales book, Amidon and Flanders book, Henry yearbook, Hansen and Andersen system, Caldwell book.

II. B.2. Applying the techniques of transactional analysis and interaction analysis, team leaders will view and analyze a film or video tape of an actual group meeting. Based on their analysis, they will recommend and defend strategies to change and/or reinforce the direction of group interaction.

Materials - Film, video tape, Yarger manuscript, Bales book, Amidon and Flanders book, Hansen and Andersen system, Caldwell book.

II. B.3. Team leaders will practice together the group analysis techniques of building sociograms. They will also determine group "stars" and"isolates", and will describe and explain the behavior of each.

Materials - Yarger manuscript, Taba paperback.

II. B.4. After viewing a film or tape of an unsuccessful group meeting, team leaders will practice together in a simulated team setting, the group analysis technique of problem solving by attempting to: 1) identify the group's problem; 2) analyze the problem's cause or source and its possible solutions; 3) consider the consequences of each solution; 4) select and defend a course of group action; 5) practice implementing this strategy; and 6) evaluate whether or not the selected course of action did or did not resolve the group's problem.

Materials - Chin and Hadley paper, Jung document, Schmuck et al. pamphlet, Josephine Klein book.

II. B.5. Team leaders will discuss in a group setting the causes for the following observed group behaviors: 1) a person's offering no ideas, opinions or feelings; 2) splinter conversation development; 3) expressions of restlessness and/or boredom; 4) non-quality and non-functional inputs from group members; 5) active negative resistance to group direction; 6) personal assertions of power by group members; 7) calling frequent attention to oneself; and 8) aggressive, interrupting actions by group members.

Materials - Chin and Hadley paper, Amidon and Flanders book, Cartwright and Zander text.

II. B.6. Team leaders will role play the behaviors listed in II. B.5. and will suggest, defend and enact ways of dealing with each one. Team leaders will further discuss the merits of role playing as a group analysis technique and will include in their discussion consideration of the following: 1) the reality of role playing situations; 2) the benefits and limitations of role playing; 3) the difficulty of playing certain roles; and 4) the degree of ego investment involved in role playing.

Materials - Jung document, Chester and Fox pamphlet, Alan Klein books, Schmuck et al. pamphlet.

II. C.1. Team leaders will practice in a simulated team meeting setting mobilizing a cohesive group effort toward eliminating a problem which the group has been unable to resolve. In doing this, team leaders will try to exhibit skills in producing honest praise, in questioning, and in verbal and non-verbal communication.

Materials - Cartwright and Zander text, Waterman paper, Jung document, Homans book.

II. C.2. Team leaders will practice in a simulated group session, elementary counseling and advising skills designed to help group members gain accurate and useful understandings of themselves and their roles as team members. In doing this, team leaders will practice: 1) exploring values; 2) sharing their own feelings and convictions; 3) accepting and working with group members with major differences in commitments and perspectives; and 4) displaying intellectual maturity and emotional stability.

Materials - Rogers book, Jung document, Gorman book, Weinstein and Fantini book.

II. C.3. Team leaders will assume that they have observed and identified a group member with a serious psychological, emotional, phsiological, or some other type of individual problem. Assuming this, they will practice in a simulated session: 1) counseling this person to seek qualified help; 2) establishing a confidence and working relationship with the person; 3) being sensitive to his individual needs; 4) listening with comprehension; 5) being friendly and understanding; 6) reacting to his exhibitions of fear, hostility, guilt and/or anxiety; 7) utilizing non-directive discussion techniques and; 8) establishing with this person a relaxed, informal atmosphere of mutual truth and respect.

Materials - Rogers book, Gorman book, Jung document.

II. D.1. Team leaders will be able to list, define and explain some group dysfunctional roles; i.e., those roles not relevant to group tasks or maintenance functioning but which ratify only the personal needs of some group member. The common dysfunctional roles of dictator, apple shiner, point picker, aggressor, blocker, recognition and status seeker, self-confessor, playboy, help-seeker, special interest pleader, marble taker, and introvert, will be examined.

Materials - Gorman book, Benne article, Yarger manuscript,
Cartwright and Zander text.

II. D.2. After viewing a video tape or film of an unsuccessful and disrupted group meeting, team leaders will be able to identify some of the roles mentioned in II. D.2. and will be able, in a simulated meeting, to apply or play the roles appropriate to creating a healthy and functional team environment given the situation. Afterward, team leaders will defend their strategies and role selections. In identifying and classifying dysfunctional roles, team leaders will consider the exact words and tone of voice of group members, their facial and body movements, and their reactions, perceptions, and interpretations of situations.

Materials - Yarger manuscript, Bellon paper, Benne article.

II. D.3. In playing roles in II. D.2., team leaders will: 1) treat group members respectfully and as adults and partners in the team process; 2) consider group input in establishing and maintaining group norms, objectives, and commitments; 3) not polarize the group, but rather attempt to create group loyalty and a willingness to work; 4) consider the cause of the dysfunctional behavior rather than to simply treat the symptom; 5) resolve important issues before adjourning or taking definitive action, and perform in a pertinent, relevant and meaningful fashion.

Materials - Chin and Hadley paper, Epstein paperback,
Rogers book.

II. D.4. Several team leaders will attempt to facilitate a healthy work environment in a simulated team meeting setting by practicing the following facilitating behaviors: 1) requesting group cooperation, and creative constructive input, and honest constructive criticism as well; 2) depending upon mutual sentiment and security for group progress and direction; 3) recognizing, supporting and rewarding group morale building practices; 4) encouraging spontaneous group response; 5) avoiding overt conflicts and intimidation whenever possible; and 6) encouraging group self-evaluation, and constructive disagreements.

Materials - Bellon paper, Guskin book, Rogers book, Gorman book.

Evaluation

The evaluation of group process knowledge, understanding skills and competencies is not at all an easy task. Evaluation in this area is even more subjective and difficult than in other areas. It is possible, however, through pre and post test, or through other types of before and after evaluation, to determine whether or not team leaders understand and can apply group process roles. The following examples of pretest and posttest items can provide trainers with samples and an idea of the kinds of questions which can be asked to determine a team leader's comprehension of and ability to apply what he knows about group process roles. For each interim objective, two sample evaluation items will be given for possible use in a pretest and two for possible posttest use. One test item of the two will be written at the knowledge level of the taxonomy, while the other will be a comprehension and/or application level question. In these items, evaluation will be focused primarily upon cognitive skills, although evaluation in this area especially could very well focus upon affective and even psychomotor type evaluation experiences.

EVALUATION OF OBJECTIVES

Sample Test Items

Objective	Pretest	
	Knowledge	Comprehension and Application
IA	List four group task roles.	How can, and should, a team leader react when his team appears to lack leadership? Defend your course of action.
IB	Define the phrase "situational-functional approach to team leadership".	Under what circumstances is it legitimate and desirable for a team leader to play a submissive role? Why?
IC	What is a resource person?	How can a team leader arrange to have university personnel provide services for his team?
ID	Name a skill which is important in evaluating group processes.	By what criteria can we legitimately assess the quality of group processes? Why?
IIA	Define what is meant by "maintenance role".	When would it be appropriate and desirable for the team leader to accept and encourage criticism from the group? Explain.
IIB	What is interaction analysis?	How would one go about systematically analyzing group communication and interaction patterns?
IIC	What is meant by the term "non-directive questioning technique"?	What should a team leader do when he detects that a team member has a severe phychological, emotional, or physiological problem?
IID	What is meant by the term group "dysfunctional role"?	What can a team leader do when certain individuals in his team continually disrupt team efforts?

EVALUATION OF OBJECTIVES

Sample Test Items

Objective	Posttest	
	Knowledge	Comprehension and Application
IA	Define the function of an "initiator".	If a team's efforts appear to lack consistent direction, what task roles should the team leader provide? Defend your choices.
IB	What is meant by "soliciting input"?	Describe how a team leader committed to a situational-functional approach to team leadership would likely manage a team meeting designed to establish objectives for the program.
IC	List the types of resources that a team leader must be familiar with.	How can team leaders provide their teams with a wide range of perceptual, conceptual and linguistic experiences?
ID	List three factors to consider in assessing the nature and quality of group process.	How can a team leader go about determining whether or not his team is successful and effective?
IIA	Identify the role a "facilitator" plays.	How would a team leader knowledgeable of and skilled in human relations and interaction principles likely manage a meeting designed to determine the team's feelings in regard to a new school policy?
IIB	Define transactional analysis.	Under what condition would a team leader find it useful and desirable to use the Flander's interaction analysis technique?
IIC	List two team leader skills important in successful counseling and advising.	How can a team leader successfully build team morale and cohesiveness?
IID	List three group "dysfunctional roles".	How would a skilled team leader react to a "point picker"? Why?

Timing and Responsibility

Since team leader group process skills are crucial to the success of Teacher Corps teams and the overall program, we recommend that the team leaders work to accomplish most of the objectives indicated in this curriculum guide as early in their training program as possible. Hopefully, and preferably, most of the training outlined as desirable in this guide will take place in an intensive pre-service program. The following chart should be helpful in indicating more precisely when each objective should be accomplished. It also indicates who is primarily responsible for seeing to it that the objectives get accomplished. In most cases, the objectives in this guide are the dual responsibility of the university and the public schools. Of course, if the chart indicates that the objective should be accomplished during pre-service and that university personnel are primarily responsible, this does not mean that the objectives will be ignored or neglected during other time periods; nor does it mean that this function is the sole responsibility of only one party. This simply means that it appears desirable from the writer's standpoint to have this objective achieved at this time and to consider it the primary responsibility of the party or institution indicated.

TIMING AND RESPONSIBILITY OF OBJECTIVES

Objective	Timing			Responsibility		
	P. S.	E. I. S.	I. S.	Univ.	Public School	Both
IA	X		*		*	X
B	X			X		
C	X					X
D		X				X
IIA	X					X
B		X		X		
C	X					X
D	X					X
Totals	6	2	0	2	0	6

In this chart the abbreviations stand for the following:

P. S. - Pre-Service
E. I. S. - Early In-Service
I. S. - In-Service
Univ. - University
Pub. Sch. - Public School

*All skills would continue to be developed during in-service when public schools can provide more leadership.

Discussion

It is extremely important that team leaders understand their group task and maintenance roles, and that they be able to provide these roles when the team needs them. In this curriculum guide we have specified some general objectives, interim objectives and behaviors which team leaders can practice to develop the skills they need to be successful and effective in their group process roles. Team leader trainers and team leaders need to realize the importance of developing these skills early in the Teacher Corps Program. The responsibility for developing a training program rests with both the university and public school personnel who together need to see that team leaders are thoroughly trained and prepared before they are actually called upon to lead a team.

Team leaders need to recognize the crucial and pivotal role they are asked and expected to play. Their success or failure is an extremely important factor in the success or failure of not only the team but also the entire Teacher Corps Program. Team leaders set the stage and provide an example for the rest of the team to emulate. If they are skilled, the team and program will probably succeed, but if they are unskilled and lack training and competencies, then the team and program are going to have some rough times and both could possibly fail miserably. Team leaders need to recognize this; they need to accept the responsibility that goes along with their position, and they need to realize that team and program success will demand much of their time, energy and other resources. They need to realize, and can through the training program outlined in this curriculum guide, that they will have many battles to fight and cannot be nor are they expected to win them all; but they are expected to keep trying, to continually strive to improve the program and the nature and quality of their team's functioning.

Annotated Bibliography

The entries listed in this annotated bibliography are coded according to their appropriateness as resource materials to be used in conjunction with specific sections of the curriculum guide. The code follows the reference citation, and its usefulness can be interpreted by referring to the following chart:

I - Task Roles
    I. A. - Systematically Planning Team Tasks
    I. B. - A Situational - Functional Approach to Team Leadership
    I. C. - Acting As A Resource
    I. D. - Evaluation

II - Maintenance Roles
    II. A. - The Interaction Process and Human Relations
    II. B. - Group Analysis Techniques
    II. C. - Group Counseling and Advising
    II. D. - Facilitating a Healthy Work Environment

For example, if the code reads I. A., II. B., C., D., this means that the reader might find it most helpful to consult this source while reading and examining those sections of this curriculum guide dealing with Systematically Planning Team Tasks, Group Analysis Techniques, Group Counseling and Advising, and Facilitating A Healthy Work Environment.

Amridon, E. J., and Flanders, Ned A. The Role of the Teacher in the Classroom. Minneapolis: Association for Productive Teaching, 1967. IIB. This book gives an excellent explanation of what is meant by interaction analysis and is most helpful in specifically charting the verbal give and take within groups.

Argyris, Chris. An Introduction to Interaction Theory and Field Theory. New Haven: Yale University Press, 1952. IIA, B, D, This text provides a good introduction to and rationale for the theory and value of group interaction.

Bales, R. F. Interaction Process Analysis. Reading, Massachusetts: Addison- Wesley Publishing Company, 1950. IIB. This source provides examples of how to use sociometric techniques to analyze the process of group interaction.

Bellon, Jerry J. Team Leaders and Professional Management. University of Toledo: Team Leadership Development Project, 1971. IA, B, IIA, D. A position paper emphasizing human relations development and systematic planning as the two central activities of team leaders.

Benne, Kenneth D. and Sheats, Paul. "Functional Roles of Group Members". Journal of Social Issues, IV (1948), 41-9. IA, IIA, B, C, D,. This classic article provides a basic description of the different types of roles which generally emerge when any group gets together.

Bessell , Harold, and Palsmares, Uvalo. Methods in Human Development. San Diego: Human Development Training Institute, 1967. IB, C, IIB. This work provides a curricular program for primary and early elementary schools. This program utilizes structured group experiences that give students self-confidence, a sense of mastery, and the skills to help each other.

Borton, Terry. Reach, Touch, and Teach, Student Concern and Process Education. New York: McGraw-Hill Book Company, 1970. IB, C, IIA, D. This book provides an excellent example of how a teacher can make education a more meaningful process if he is willing to innovate. An excellent annotated bibliography of resources is included.

Brown, George. Now: The Human Dimension. Big Sur, California: Esalen Publications, 1968. IIA, D. A report on a training program for teachers which combined affective and cognitive learning to create a "humanistic education".

Burgess, Bonita. A Bibliography for a Human Development Curriculum. Philadelphia: Philadelphia Public Schools Intensive Learning Center. IC. An extensive listing of both adult and children's materials appropriate for developing the human potential of elementary children; books, films, stories and records are included.

Caldwell, Edson. Group Techniques for the Classroom Teacher. Chicago: Science Research Associates, 1960. IC, IIA, B, D. An explanation of many group techniques useful in contributing to successful group experiences.

Cartwright, Dorwin, and Zander, Alvin, eds. Group Dynamics, Research and Theory. 3rd ed. New York: Harper & Row, Publishers, 1968. IA, B, C, IIA, B, C, D. A classic and important text extremely valuable in helping the reader understand the composition and characteristics of groups and how the concepts of power, influence, leadership and motivation operate in effecting their success or failure.

Chesler, Mark, and Fox, Robert. Role-Playing Methods in the Classroom. Chicago: Science Research Associates, Inc., 1966, IB, IIB. A short pamphlet concerning how to go about designing and implementing a role-playing incident. The booklet is especially useful for beginners who want to try role playing in the classroom for the first time.

Cheyney, Arnold B. Teaching Culturally Disadvantaged in the Elementary School. Columbus: Charles E. Merrill Publishing Company, 1967. IA, B, C, D, IIC, D. One of the first books to point out how curriculum can be built around the strengths of group members. In this case the curriculum was centered around identified strengths of "disadvantaged learners".

Chin, Robert, and Hadley, Herschel. Group Process in Task Teams. University of Toledo: Team Leadership Development Project, 1971. IA, B, C, D, IIA, B, C, D. A useful position paper describing an ideal role of team leaders in group processes.

Crosby, Muriel. An Adventure in Human Relations. Chicago: Follett Publishing Company, 1965. IIA, D. The story of the Wilmington, Delaware program to improve education through a focus on human relations.

Epstein, Charlotte. Intergroup Relations for the Classroom Teacher. Boston: Houghton Mifflin Company, 1968. IIA, B, C, D. This short book points out how a teacher in a number of different settings can go about operating a positive and healthy classroom climate. Reading the book can enable one to better identify and resolve group human relations problems.

Gibson, John. The Intergroup Relations Curriculum: A Program for Elementary School Education. VOLS. 1 & 2. Medford, Massachusetts: Tufts University Press, 1969. IC. A book including specific lesson plans designed to teach group process skills, general discussions with extensive research results are given.

Gorman, Alfred H. Teachers and Learners, The Interactive Process of Education. Boston: Allyn and Bacon, Inc., 1969. IA, D, IIA, C, D. An excellent and useful resource providing a short yet thorough introduction to how groups operate, and what is meant by classroom interaction and the process of education.

Grambs, Jean Dresden. Intergroup Education, Methods and Materials. Englewood Cliffs: Prentice-Hall, Inc., 1968. IC. This source supplies many examples of actual materials which can be successfully used in team meetings to develop a better understanding of group dynamics and the group process. An extensive bibliography of useful resource materials is included.

Guskin, Alan Edward, and Guskin, Samuel Louis. A Social Psychology of Education. Reading; Massachusetts: Addison-Wesley Publishing Company, 1970. IB, IIA, B, D. A work emphasizing the interpersonal nature of learning and discussing how successful teachers or leaders can persuade and lead a classroom or group.

Hansen, J. , and Andersen, R. A Multi-Media Instructional System for Training Educators. Portland: Northwest Regional Educational Laboratory, 1971. IIA, B, C, D. A presentation of how the concept of interaction analysis and its related skills are usefull to educators concerned about group processes.

Hare, A. Paul. Handbook of Small Group Research. New York: The Free Press, 1966. IA, IIA. A good review of research related to group activities.

Henry, Nelson B., ed. The Dynamics of Instructional Groups: Sociopsychological Aspects of Teaching and Learning. 59th Yearbook, Part 2. Chicago: The University of Chicago Press, 1960. IIA, B. D. This basic resource provides insights into the interaction process and can supply the reader with a fairly comprehensive understanding of human relations principles.

Homans, George C. The Human Group. New York: Harcourt, Brace and Company, 1950. IA, B, IIA, C, D. This classic reference points out many important facts about the operation of groups. The dependence of group members upon interaction, sentiment, activity and norms is especially well presented in chapter ten.

Irelan, Lola M., ed. Low - Income Life Styles. Washington, D. C.: U. S. Department of Health, Education and Welfare. IC, IIC, D. An excellent resource which can help the reader understand the effects of low income upon ones outlook on life, education, family patterns and consumer practices. This work is especially useful to persons with little understanding of the culture of poverty.

Johnson, Lois V., and Bany, Mary A. Classroom Management, Theory and Skill Training. New York: The Macmillan Company, 1970. IA, B, IIA, D. An excellent discussion of many techniques and skills which are useful in classroom management, team meeting management or the management of any group.

Jung, Charles C. Competencies for Education Team Leaders In Facilitating Change. Portland: Northwest Regional Educational Laboratory, 1971. IA, C, IIA, B, C, D. A document emphasizing the importance of team leaders having group process skills and specifying the competencies needed for them to be successful in their roles.

Jung, C., Emory, R., and Pino, R. Interpersonal Communications, A Multi-Media Instructional System for Training Educators. Portland: Northwest Regional Educational Laboratory, 1971. IC, IIA, C, D, A useful system indicating the importance of interpersonal communications skills for any educator.

Klein, Alan F. How to Use Role-Playing Effectively. New York: Association Press, 1959. IB, IIB. One of the best guides on using role playing techniques with adults.

Klein, Alan F. Role Playing in Leadership Training and Group Problem Solving. New York: Association Press, 1956, IB, IIB. Valuable suggestions are offered regarding how role playing and group problem solving can be used in a team setting to develop group member skills and competencies.

Klein, Josephine. Working With Groups, The Social Psychology of Discussion and Decision. London: Hutchinson University Library, 1963. IB, IIA, B, D. This book provides a good rationale for the value of group discussion in problem-solving and decision-making activities.

Northwest Regional Educational Laboratory. Interpersonal Relations: To Provide Basic Teamwork Skills for Teachers, Component Description of Program 100. Portland: Northwest Regional Educational Laboratory, 1970. IC, IIA, C, D. A document emphasizing the many kinds of interpersonal relations and group process skills needed by successful team leaders and their trainers.

Raths, Louis E. Teaching for Learning. Columbus: Charles E. Merrill Publishing Company, 1969. IA. A good description of many of the tasks that group leaders and teachers have to perform.

Rogers, Carl R. Freedom to Learn. Columbus: Charles E. Merrill Publishing Company, 1969. IB, D, IIA, B, C, D. Chapters four and five especially contain some extremely useful tips dealing with facilitating learning in groups and how to establish a healthy group atmosphere in which everyone feels free to contribute.

Saxe, Richard W. And Ishler, Richard E. Observations of Teacher Corps Team Leaders in Ten Different Programs. University of Toledo: Team Leadership Development Project, 1971. IA, IIA. A current report of the strengths and weaknesses of selected Teacher Corps programs as perceived by team leaders.

Schmuck, Richard; Chesler, Mark; and Lippitt, Ronald. Problem Solving to Improve Classroom Learning. Chicago: Science Research Associates, Inc., 1966 IB, IIA, B, C, D. A short booklet spelling out the steps involved in developing group problem-solving experiences.

Sikula, John P. "Recent Changes in American Teacher Preparation Programs", Malaysian Journal of Education, VII (December, 1970). IIA, D. An article specifying many specific skills and abilities useful in conducting successful classroom and group experiences.

Spiess, Jack. Concepts of Leadership for Team Leaders. University of Toledo: Team Leadership Development Project, 1971. IA, B, IIA. A position paper reviewing the different approaches to leadership and suggesting that Teacher Corps team leaders develop a situational-functional approach to team leadership by emphasizing group maintenance rather than task functions.

Taba, Hilda, *et al*. *Diagnosing Human Relations Needs.* Washington, D. C.: American Council on Education, 1951. IIB, C. A paperback which can serve as an excellent guide for using sociometric techniques to diagnose group problems.

U. S. Department of Health, Education and Welfare. *Education Professions Development Act, Training Projects for 1971-72*. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1971, IC. Pages 16-21 of this pamphlet list the universities currently directly involved with the Training Teacher Trainers (TTT) Program. These universities can provide current information about teachers for the realities of teaching and leadership responsibility.

Waterman, Floyd T. *Orientation to a New Role: It All Starts with the Team Leader*. University of Toledo: Team Leadership Development Project, 1971, IA, B, IIA, C, D. A position paper identifying competencies needed by team leaders if they are to be successful and effective.

Weinstein, Gerald, and Fantini, Mario S., eds. *Toward Humanistic Education, A Curriculum of Affect*. New York: Praeger Publishers, 1970. IIA, B, c, D. This book emphasizes the importance of involving participants in the learning process and recognizing and accepting their feelings if education is to become more affective and humanistic.

Yarger, Sam J. *Analysis of Responses to Director's Questionnaire*. University of Toledo: Team Leadership Development Project, 1971. IA, D. A report which pulls together some of the opinions given and suggestions made by Teacher Corps project directors throughout the country. Directors answered questions pertaining primarily to improvements needed in their programs.

Yarger, Sam J. *Analyzing Group Processes*. University of Toledo: College of Education, 1970. IA, D, IIB, D. This manuscript provides the reader with a good, elementary framework or system with which group processes can be analyzed.

MANAGEMENT FOR TEAM LEADERS

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MANAGEMENT FOR TEAM LEADERS

General Competencies

The success of any team is in many respects determined by the ability of the team leader to create an environment in which team members believe that each member is an essential part of the team. Whether or not that productive atmosphere occurs depends on the team leader's understanding of basic management activities and his commitment to applying that knowledge. To assist the instructor in reaching that goal the objectives in this guide deal with "nitty-gritty"--specific applications of management theory to the problems of leading a teaching team. This strategy of focusing on "what-to-do" rather than "why-you-do-what-you-ought-to-do" reflects not only this writer's scholarly limitations but also a conviction that during the change process participants experience unproductive anxiety until A) they know exactly what is expected of them and B) they believe that they are capable of fulfilling these expectations.

You will probably not find it difficult to conceptualize learning activities that will make the prospective team leader aware of specific management responsibilities and the options available to the team, but insuring that the individual will utilize the information will be a far greater challenge. To be specific, it is not difficult to persuade the prospective team leader that it is important to have adequate planning time, but when he leaves your in-service session, will he insist that the administration provide planning time during normal school hours?

After you have explored with a student team leader the advantages and disadvantages of planning in different locations, will he capitalize on the discussion when he selects the place to plan? Similarly, will he expend the energy to conceptualize an agenda or insure that minutes are kept? It is easy to list various instructional responsibilities teachers may have within a team, but can the leader implement a program that is more imaginative than the ability-grouping and departmentalization which compose "team teaching" in many schools?

The success of the instructor in obtaining the commitment of the prospective team leader to implement the simple understandings, the "nitty-gritty" of this Guide will be a key factor in whether or not team teaching leaves the school when the Teacher Corps leaves.

General Objectives

I. The team leader will fulfill the administrative responsibilities necessary to effect a successful team.

II. The team leader will insure that the planning sessions occur in an environment that is conducive to the task of making curriculum and instruction decisions.

III. The team leader will conduct his planning sessions in such a way as to insure that each member participates to the fullest extent of his abilities.

IV. The team leader, with the cooperation of teachers in the unit, will assign curriculum and instructional responsibilities to provide pupils with the optimum learning environment.

In the next section we identify "interim" objectives assigned to each of the above "general" objectives. We shall repeat each general objective and then list related interim objectives.

Interim Objectives

I

The team leader will fulfill the leadership responsibilities necessary to effect a successful team.

A. The team leader will be able to describe his duties and administrative techniques that facilitate the accomplishment of these duties.

B. The team leader will be able to delineate and monitor teacher responsibilities.

II

The team leader will insure that the planning sessions occur in an environment that is conducive to the task of making curriculum and instructional decisions.

A. The team leader will identify the topics to be discussed at the meeting and an appropriate location and the time of the unit meeting.

III

The team leader will conduct his planning sessions in such a way as to insure that each member participates to the fullest extent of his ability.

A. During the team leader's planning sessions each individual will participate in behavior conducive to the accomplishment of the task.

IV

The team leader with the cooperation of teachers in the unit will assign curriculum and instructional responsibilities to teachers to provide the children with the optimum learning environment.

A. The team leader will be able to describe the preference of the teachers in his team in terms of their academic disciplines and curriculum planning responsibilities.

B. The team leader will be able to describe the variety of instructional options available to members of the team.

From this point on we shall suggest behaviors so specific that they may or may not apply to a particular Teacher Corps program. They are only a sample of an infinite number of possible ways of structuring behavior so as to move toward the interim and general objectives. They are not really a "guide" but "samples."

Specific Behaviors

I. A.1. The team leader will coordinate the planning of instructional activities, time schedules, and staff responsibilities within a unit.

I. A.2. The team leader will assume instructional responsibilities.

I. A.3. The team leader will provide information to the team about new curricula and instructional techniques.

I. A.4. The team leader will coordinate the assessment and communication of pupil progress.

I. A.5. The team leader will encourage the sharing of information and observations about students.

I. A.6. The team leader will insure that instructional objectives are identified.

I. A.7. The team leader will confer with new and experienced teachers about methods of improving their instruction.

I. A.8. The team leader will orient and supervise student teachers and interns.

I. A.9. The team leader will be able to effectively chair team meetings.

I. A.10. The team leader will call team meetings.

I. A.11. The team leader will confer periodically with other team leaders and the principal to resolve school-wide concerns.

Discussion

Even though the duties of the team leader described above are a minimal outline, they should not be interpreted as a manual of what a team leader will do. The extent of authority that a team leader will have or should assume depends on the receptivity of the team to the concept of team teaching. If the team members have been coerced into team teaching by an ambitious principal, it might be advisable for the team leader to initially implement cooperative teaching. He could assume the responsibility for effecting change but deny himself the formal authority to do so. This is a difficult role but one which may be necessary to effect change in a traditional school.

As the school changes, as the teachers accept the concept of a hierarchy of teachers, then the team leader may assume greater authority. But in the initial stages, unless the teachers have provided the impetus for change, the team leader's authority and role should evolve.

I. B.1. The team leader will be able to distinguish between various types of authority that may be delegated within a team or exist within a school system:

a. administer an activity

b. actual responsibility

c. approval required

d. must be consulted

e. may be consulted

f. must be notified

g. may be notified

I. B.2. The team leader will utilize a scheme such as Bellon's adaption to Cleland and King's Mission Statement (see above) to record individual areas of authority.

I. B.3. The team leader will prepare a worksheet or outline indicating:

a. instructional activity

b. individual responsible for actual activity

c. individual responsible for supervising the activity

d. target date to achieve that responsibility

Discussion

Although it may be difficult to obtain the team leader's commitment to using a systems analysis or management development tool as have been noted in the bibliography, an awareness of the existence of such materials will help to communicate to the prospective leader the type of communication responsibilities that he must accept as a team leader. The team leader will need insight into communication responsibilities and the efficacy of delegating responsibility.

II. A.1. The team leader will be able to discuss the problems and advantages of using each of the following ways to provide planning time during the normal school day:

- a. use of music, art, and physical education specialists
- b. use of permanent "substitute" teachers
- c. use of a "covering team" of the principal and teaching assistants
- d. use of volunteer teams to conduct special interest classes
- e. released time
- f. use of before and after school time required by the administration
- g. absorption of the children into another unit

II. A.2. The team leader will provide time to plan within the "normal school day"

II. A.3. The team leader will be able to list the advantages of a location in which:

- a. participants can comfortably sit in a circle
- b. participants can sit on adult furniture
- c. participants will not be interrupted

II. A.4. The team leader will insure that the meeting place for his team encourages successful group interaction.

II. A.5. The team leader will be able to create an agenda that indicates a systematic approach to problem solving.

II. A.6. The team leader will prepare an agenda for his meetings.

Discussion

These behaviors--particularly those describing furniture and seating arrangements--may be mundane, but the implementation of a team teaching program is a difficult process, and the team leader should be aware of the advantages such activities will provide him in creating an effective team.

Other Concerns

If your building does not allow a teacher's classroom to be interrupted by telephone messages or conferences, consider the message about the importance of team meetings that is communicated if you allow these sessions to be interrupted by the intercom, students, or by administrators on errands.

Of even more basic importance is the need for the team leader to be able to create planning time. You cannot expect a team teaching situation to operate successfully unless teachers have time to plan together. Obtaining the commitment of the administration to providing planning time should be an a priori act of each team leader. If he does not obtain the commitment, the program has little chance of success.

III. A.1. The team leader will be able to apply the "brainstorming" technique to the solution of problems.

III. A.2. The team leader will be able to identify "monopolizing," "criticizing," and "reluctant" behavior.

III. A.3. The team leader will be able to describe strategies to prevent monopolizing, avoidance, and destructive participation by teachers.

III. A.4. In simulation, the team leader will be able to match an example of the behavior of a participant in a meeting with the appropriate category in Bales Interaction Process Analysis.

Discussion

The planning period in the lexicon of many school teachers means that hour once a week in which they are released from classroom responsibilities because the music teacher teaches the class. These hypothetical teachers go to the teacher's room for "rest and relaxation." If a teacher is considered a grind, he is usually found grading papers. Once the unit leader arranges for three or four hours a week during the school day for the team to meet, he will probably be confronted by teachers in his team who expect unit meetings to be the same as the traditional "planning period." Once it becomes clear that the group is expected to deal cooperatively with the needs of students, the team leader will probably be exposed to a variety of tactics to sabotage this intrusion into the "planning period." Most of this will be unconscious behavior. Knowledge of what to expect and recognition of what sort of behaviors are occurring during the planning session will probably help the leader deal with behavior not conducive to group achievement.

IV. A.1. The team leader will be able to describe the role of departmentalization and cooperative teaching in initiating a team teaching program in a traditional school.

IV. A.2. The team leader will be able to describe various curriculum planning responsibilities that could be assigned to a teacher, including:

a. creating the curriculum unit and teaching it to all the children in the team for a particular academic discipline

b. creating the curriculum unit and teaching all the children in the team about a specific topic in an academic discipline

c. preparing uni-packs or project cards

d. outlining a curriculum unit to be developed by the team

e. participating in the development of a curriculum unit

f. preparing a curriculum unit which contains sections to be taught by other teachers on the team

Discussion

Two different behaviors have been described above. The first reflects this author's bias about how to initiate team teaching. This conservative approach is based on a belief that team teaching is not interpreted by all teachers as a desirable change. The imposition of a hierarchy--a necessity if the program has validity--means a loss of status to those who are not team leaders. Although a team leader may be excited about the curriculum planning options available to the team, he should not assume that his perception of the change will be shared by all members of the team. Perhaps he should be encouraged to reflect on growth. One step at a time. Each step manageable. Each step a success. Each step reinforced by the individual's perception of his success.

Once teachers become accustomed to the hierarchy, to change, to cooperative activity, what happens in the classrooms is only restricted by the team's imagination. Something similar to the following description of one day is one phase in the development of team teaching.

8:30 - 10:00 Reading

The program is individualized.

- Students read material of interest to them.
- One or more teachers are responsible for diagnosing student needs.
- One or more teachers assume the responsibility of providing instruction in areas identified as student needs.
- One or more teachers is responsible for gathering reading material and surveying student interests.

10:00 - 12:00 Math Center--Science Center--Creative Arts Center

- Individual teachers are responsible for creating and maintaining learning centers and recording students' interests and abilities.
- Based on teacher interest and abilities, responsibilities for manning or cooperatively manning centers changes.

1:00 - 3:00 Integrated Activities

- Teachers cooperatively plan the involvement of the students in the study of a particular topic in which the class has expressed an interest.
- After an initial presentation prepared by a teacher who is effective in large group presentations, the children are told of the variety of group activities that will be available.
- Children choose the particular activity which they wish to do.

IV. B.1. The team leader will be able to describe situations which capitalize on the advantages of:

a. independent study

b. tutoring

c. pairing

d. task group

e. didactic group

f. inquiry group

g. discussion group

h. large group

IV. B.2. The team leader will be able to describe ways of scheduling the instruction responsibilities:

a. large group presentation followed by small groups with identical responsibilities or small groups involved in different responsibilities

b. large group instruction followed by small group instruction, feedback, large group instruction, small group instruction, etc.

c. horizontal cut: While the majority of the students are involved in the study of a particular topic, a teacher is responsible for conducting a study of an entirely different topic (or discipline)

d. learning centers: Each teacher is responsible for identifying and/or supervising different learning activities focusing on the same topic.

e. departmentalization

f. interest assignments: Teachers teach topics with a discipline of particular interest to them or supervise learning activities of interest to them

IV. B.3. The team leader will be able to describe the characteristics needed for a successful teacher in the independent mode, the small group modes, and the large group mode.

IV. B.4. The team leader will be able to describe the advantages of various grouping strategies:

a. ability

b. achievement

c. interest

d. student self-selection

e. socio-grams

f. experience

g. teacher preference

IV. B.5. The team leader will be able to list a variety of instructional responsibilities that could be assumed by a teacher in a teaching unit, including:

a. conducting learning experiences in his homeroom

b. leading a discussion group

c. conducting a field trip with a small group

d. directing the activities of a special project group

e. making a large group presentation

f. diagnosing student needs

g. assessing student accomplishments

h. supervising independent activities

i. tutoring

Discussion

These last series of behaviors describe the variety of learning conditions available to a team. Although self-contained classrooms have, to a degree, the same potential, effective teaching teams offer not only the same flexibility, but also have the additional advantage of having more resources. During the implementation stage, the team leader should set the example for the team by assuming instructional responsibilities that others consider the most challenging--or undesirable.

He should recognize that rather than lecturing to the team about the variety of instructional responsibilities and using unfamiliar terms to identify the practices (that he shouldn't be lecturing about in the first place) the team leader should reinforce the suggestion made by members of the team. If teams receive effective in-service instruction, the teachers will volunteer ways to change instruction and curriculum.

Managing a team should not be equated with being a junior principal. A team leader--if he is to be the instructional leader of a functioning team--is above all a teacher. A teacher of children and a teacher of teachers. Those are the skills needed to manage a team.

Materials

In this guide we shall index materials according to general objectives. The first group of materials are typical of the type which might be of some help in meeting general objectives I and II.

I, II

1. TEAM LEADERS AND PROFESSIONAL MANAGEMENT by Professor Jerry J. Bellon for the Team Leadership Development Project of Teacher Corps contains a description of Mission Development adapted from Dieland and King's Systems Analysis and Project Management. New York: McGraw-Hill Book Co., 1968. See Chapter 8. This explanation of the systems approach is brief but clear and new team leaders would have little problem using the "Mission Analysis Guide" as an agenda for a unit meeting. The Bellon paper also lists selected readings on the topic of management theory.
2. Team Teaching: Organization and Administration by Leslie J. Chamberlin (Columbus, Ohio: Charles E. Merrill Co., 1969) contains a "Breve 27" entitled: "A Systems Approach to Decision Making" which would help the team leader to see the matters he should consider when preparing for planning sessions.
3. The I/D/E/A division of the Kettering Foundation (Suite 300, 5335 Far Hills Avenue, Dayton, Ohio 45429) has created a very useful booklet: Unit Operations and Roles which describes their Individually Guided Education Planning System. They identify components of four different types of meetings: The Goal Setting Meeting, The Design Meeting, The Grouping and Scheduling Meeting, The Situational Meeting. They also have prepared a sound film strip explaining and illustrating these different types of meeting. Appropriately enough, it is called:

The I. G. E. Planning System.

4. One School's solution to the problem of providing planning time and an example of rather unsophisticated, but effective, agenda format can be found in Educational Comment, 1971: The Ohio Model and The Multi-Unit School. (College of Education, University of Toledo, Toledo, Ohio 43606)

III

1. In Bellon's position paper, noted above, he lists rules for "brainstorming" that more than adequately describe the process.
2. I/D/E/A has a media package designed to implement multi-unit schools and it includes a film entitled: "The Unit Meeting." It is a 40 minute color sound film which contains seven stops. It dramatizes a "brainstorming" session as well as episodes that illustrate examples of behavior by unit members that can effectively destroy a meeting.
3. A description of the Bales instrument and its application can be found in: Interaction Process Analysis. Cambridge, Mass.: Addison-Wesley Press Inc., 1950.

IV

1. Chamberlin's Team Teaching contains a brief identification of various elementary designs utilizing the team teaching concept.
2. I/D/E/A has prepared a sound film strip with fourteen stops that describe various learning modes entitled: The I. G. E. Learning Program. They also have a booklet with the same title. It is not the script for the film strip. It uses different content to achieve the same goal.
3. Ken Howey's position paper, "Two Roles of the Team Leader," Team Leadership Development Project, 1971 will be helpful for all objectives.

4. See also York, L. Jean *et al*. *An Individualized Multi-Media Approach to the Study of Team Teaching: A Series of Seven Instructional Units.* Dallas: Leslie's Press, 1971.

The next section on "Placement of Objectives" is not to be taken as recommended distribution of effort. Quite likely both public schools and universities will be partners in all aspects of management because of the merger of theory and practice required. It is simply one possible way of programming the events.

PLACEMENT OF OBJECTIVES*

Objective	Time			Responsibility		
	P.S.	E.I.S.	I.S.	Univ.	Pub. Sch.	Both
I. A. 1.	x					x
2.	x					x
3.	x					x
4.	x					x
5.	x					x
6.	x					x
7.	x					x
8.	x					x
9.	x					x
10.	x					x
11.	x					x
I. B. 1.	x			x		
2.		x				x
3.			x		x	
II. A. 1.		x		x		
2.			x		x	
3.		x		x		
4.			x		x	
5.		x		x		
6.			x		x	
III. A. 1.			x		x	
2.		x		x		
3.		x		x		
4.		x		x		
IV. A. 1.		x		x		
2.		x				x
B. 1.		x				x
2.		x				x
3.		x		x		
4.		x		x		
5.		x				x
Totals	12	14	5	10	5	16

* P.S. = pre-service
E.I.S. = early in-service
I.S. = in-service